BOWDOIN COLLEGE

CATALOGUE FOR 1998–1999

BRUNSWICK, MAINE

AUGUST 1998

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BOWDOIN COLLEGE

CATALOGUE FOR 1998–1999

In its employment and admissions practices, Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap.

The information in this catalogue was accurate at the time of publication. However, the College is a dynamic community and must reserve the right to make changes in its course offerings, degree requirements, regulations, procedures, and charges.

Bowdoin College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

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College Calendar

Note: Except when a vacation is indicated, classes are in session Monday through Friday.

1998	**197th Academic Year**
August 25–29, Tues.-Sat.	Pre-Orientation Trips
August 29, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 29–Sept. 2, Sat.-Wed.	Orientation
September 1, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
September 2, Wednesday	Information Expo for upperclass students, Noon Opening of College—Convocation, 3:30 P.M.
September 3, Thursday	Fall semester classes begin, 8:00 A.M.
September 7, Monday	Labor Day
September 18–19, Fri.-Sat.	Alumni Council, Alumni Fund, Planned Giving, and BASIC Meetings
September 21–22, Mon.-Tues.	Rosh Hashanah
September 30, Wednesday	Yom Kippur
October 2, Friday	Sarah and James Bowdoin Day
October 2–4, Fri.-Sun.	Parents Weekend
October 16, Friday	Fall vacation begins after last class.
October 21, Wednesday	Fall vacation ends, 8:00 A.M.
October 22–24, Thurs.-Sat.	Meetings of the Board of Trustees
October 24, Saturday	Homecoming
November 25, Wednesday	Thanksgiving vacation begins after last class.
November 30, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 9, Wednesday	Last day of classes
December 10–13, Thurs.-Sun.	Reading period
December 14–21, Mon.-Mon.	Fall semester examinations
December 22, Tuesday	College housing closes for winter break, Noon.

1999	
January 23, Saturday	College housing available for occupancy, 8:00 A.M.
January 25, Monday	Spring semester classes begin, 8:00 A.M.
February 25–27, Thurs.-Sat.	Meetings of the Board of Trustees
February 26–27, Fri.-Sat.	Winter's Weekend
March 19, Friday	Spring vacation begins after last class.
March 20, Saturday	College housing closes for spring vacation, Noon.
April 1–8, Thurs.-Thurs.	Passover
April 2, Friday	Good Friday
April 3, Saturday	College housing available for occupancy, 8:00 A.M.
April 4, Sunday	Easter
April 5, Monday	Spring vacation ends, 8:00 A.M.
April 9–10, Fri.-Sat.	Alumni Council, Alumni Fund, and Planned Giving Meetings
April 30–May 1, Fri.-Sat.	Ivies Weekend
May 11, Tuesday	Last day of classes; Honors Day
May 12–15, Wed.-Sat.	Reading period
May 13–15, Thurs.-Sat.	Meetings of the Board of Trustees
May 16–22, Sun.-Sat.	Spring semester examinations
May 23, Sunday	College housing closes for non-graduating students, Noon.
May 28, Friday	Baccalaureate
May 29, Saturday	The 194th Commencement Exercises
May 29, Saturday	College housing closes for graduating students, 6:00 P.M.
June 3–6, Thurs.-Sun.	Reunion Weekend

1999	**198th Academic Year** (Tentative schedule)
August 24–28, Tues.–Sat.	Pre-Orientation Trips
August 28, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 28–Sept. 1, Sat.–Wed.	Orientation
August 31, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.

September 1, Wednesday	Information Expo for upperclass students, Noon Opening of College—Convocation, 3:30 P.M.
September 2, Thursday	Fall semester classes begin, 8:00 A.M.
September 6, Monday	Labor Day
September 11–12, Sat.-Sun.	Rosh Hashanah
September 17–18, Fri.-Sat.	Alumni Council, Alumni Fund, and Planned Giving Meetings
September 20, Monday	Yom Kippur
October 15, Friday	Sarah and James Bowdoin Day
October 15–16, Fri.-Sat.	Parents Weekend
October 22, Friday	Fall vacation begins after last class.
October 27, Wednesday	Fall vacation ends, 8:00 A.M.
October 28–30, Thurs.-Sat.	Meetings of the Board of Trustees
October 30, Saturday	Homecoming
November 24, Wednesday	Thanksgiving vacation begins after last class.
November 29, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 8, Wednesday	Last day of classes
December 9–12, Thurs.-Sun.	Reading period
December 13–18, Mon.-Sat.	Fall semester examinations
December 19, Sunday	College housing closes for winter break, Noon.
2000	
January 22, Saturday	College housing available for occupancy, 8:00 A.M.
January 24, Monday	Spring semester classes begin, 8:00 A.M.
February 24–26, Thurs.-Sat.	Meetings of the Board of Trustees
February 25–26, Fri.-Sat.	Winter's Weekend
March 17, Friday	Spring vacation begins after last class.
March 18, Saturday	College housing closes for spring vacation, Noon.
April 1, Saturday	College housing available for occupancy, 8:00 A.M.
April 3, Monday	Spring vacation ends, 8:00 A.M.
April 7–8, Fri.-Sat.	Alumni Council, Alumni Fund, and Planned Giving Meetings
April 21, Friday	Good Friday

April 22–29, Sat.-Sat.	Passover
April 23, Sunday	Easter
April 28–29, Fri.-Sat.	Ivies Weekend
May 10, Wednesday	Last day of classes; Honors Day
May 11–13, Thurs.-Sat.	Meetings of the Board of Trustees
May 11–14, Thurs.-Sun.	Reading period
May 15–20, Mon.-Sat.	Spring semester examinations
May 21, Sunday	College housing closes for non-graduating students, Noon.
May 26, Friday	Baccalaureate
May 27, Saturday	The 195th Commencement Exercises College housing closes for graduating students, 6:00 P.M.
June 1–4, Thurs.-Sun.	Reunion Weekend
2000	**199th Academic Year** (Tentative Schedule)
August 22–26, Tues.-Sat.	Pre-Orientation Trips
August 26, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 26–30, Sat.-Wed.	Orientation
August 29, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
August 30, Wednesday	Information Expo for upperclass students, Noon Opening of College—Convocation, 3:30 P.M.
August 31, Thursday	Fall semester classes begin, 8:00 A.M.
September 4, Monday	Labor Day
September 15–16, Fri.-Sat.	Alumni Council, Alumni Fund, and Planned Giving Meetings
September 30–Oct. 1, Sat.-Sun.	Rosh Hashanah
October 6, Friday	Sarah and James Bowdoin Day
October 6–8, Fri.-Sun.	Parents Weekend
October 9, Monday	Yom Kippur
October 19–21, Thurs.-Sat.	Meetings of the Board of Trustees
October 21, Saturday	Homecoming
October 27, Friday	Fall vacation begins after last class.
November 1, Wednesday	Fall vacation ends, 8:00 A.M.

November 22, Wednesday	Thanksgiving vacation begins after last class.
November 27, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 6, Wednesday	Last day of classes
December 7–10, Thurs.-Sun.	Reading period
December 11–16, Mon.-Sat.	Fall semester examinations
December 17, Sunday	College housing closes for winter break, Noon.

2001

January 20, Saturday	College housing available for occupancy, 8:00 A.M.
January 22, Monday	Spring semester classes begin, 8:00 A.M.
February 22–24, Thurs.-Sat.	Meetings of the Board of Trustees
February 23–24, Fri.-Sat.	Winter's Weekend
March 16, Friday	Spring vacation begins after last class.
March 17, Saturday	College housing closes for spring vacation, Noon.
March 31, Saturday	College housing available for occupancy, 8:00 A.M.
April 2, Monday	Spring vacation ends, 8:00 A.M.
April 6–7, Fri.-Sat.	Alumni Council, Alumni Fund, and Planned Giving Meetings
April 8–15, Sun.-Sun.	Passover
April 13, Friday	Good Friday
April 15, Sunday	Easter
April 27–28, Fri.-Sat.	Ivies Weekend
May 9, Wednesday	Last day of classes; Honors Day
May 10–12, Thurs.-Sat.	Meetings of the Board of Trustees
May 10–13, Thurs.-Sun.	Reading period
May 14–19, Mon.-Sat.	Spring semester examinations
May 20, Sunday	College housing closes for non-graduating students, Noon.
May 25, Friday	Baccalaureate
May 26, Saturday	The 196th Commencement Exercises
May 26, Saturday	College housing closes for graduating students, 6:00 P.M.
May 31–June 3, Thurs.-Sun.	Reunion Weekend

General Information

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 21,500 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,605 students (50 percent male, 50 percent female; last two classes 49/51 percent and 50/50 percent); about 200 students study away one or both semesters annually; 89 percent complete the degree within five years.

Faculty: Student/faculty ratio 11:1; the equivalent of 141 full-time faculty in residence, 95 percent with Ph.D. or equivalent; 17 athletic coaches.

Geographic Distribution in Class of 2001: New England, 50.7 percent; Middle Atlantic states, 18.8 percent; Midwest, 8 percent; West, 10.8 percent; Southwest, 1.3 percent; South, 5.5 percent; international, 4.9 percent. Forty-one states and sixteen countries are represented. Minority and international enrollment is 21 percent.

Statistics: As of June 1997, 30,620 students have matriculated at Bowdoin College, and 23,189 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 14,316 graduates, 1,910 nongraduates, 135 honorary degree holders (52 alumni, 83 non-alumni), 45 recipients of the Certificate of Honor, and 257 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Chamberlain Hall. General administration and business offices are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Development and College Relations offices are located at 83 and 85 Federal Street. The Office of Student Records, the offices of the deans of Student Affairs, and the Career Planning Center are in the Moulton Union. The Counseling Service is in the Dudley Coe Health Center. The Department of Facilities Management and the Office of Security are in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

Telephone Switchboard: The College's central telephone switchboard is located in Coles Tower. All College phones are connected to this switchboard. The number is (207) 725–3000.

The Purpose of the College

Bowdoin College believes strongly that there is an intrinsic value in a liberal arts education, for the individual student, for the College as an institution, and for society as a whole. Historically, the arrangement of courses and instruction that combine to produce liberal arts education has changed and undoubtedly will continue to change, but certain fundamental and underlying goals remain constant.

It is difficult to define these goals without merely repeating old verities, but certain points are critical. The thrust of a liberal arts education is not the acquisition of a narrow, technical expertise; it is not a process of coating young people with a thin veneer of "civilization." That is not to say that liberal arts education in any way devalues specific knowledge or the acquisition of fundamental skills. On the contrary, an important aspect of a sound liberal arts education is the development of the power to read with critical perception, to think coherently, to write effectively, to speak with force and clarity, and to act as a constructive member of society. But liberal arts education seeks to move beyond the acquisition of specific knowledge and skills toward the acquisition of an understanding of humankind, nature, and the interaction of the two, and toward the development of a characteristic style of thought that is informed, questioning, and marked by the possession of intellectual courage. When defined in terms of its intended product, the purpose of the College is to train professionally competent people of critical and innovative mind who can grapple with the technical complexities of our age and whose flexibility and concern for humanity are such that they offer us a hope of surmounting the increasing depersonalization and dehumanization of our world. The College does not seek to transmit a specific set of values; rather, it recognizes a formidable responsibility to teach students what values are and to encourage them to develop their own.

Liberal arts education is, in one sense, general, because it is concerned with many different areas of human behavior and endeavor, many civilizations of the world, many different aspects of the human environment. It seeks to encourage the formation of habits of curiosity, rigorous observation, tolerant understanding, and considered judgment, while at the same time fostering the development of varied modes of communicative and artistic expression. This concern for breadth and for the appreciation of varying modes of perception is combined with a commitment to study some particular field of learning in sufficient depth to ensure relative mastery of its content and methods. In short, a liberal arts education aims at fostering the development of modes of learning, analysis, judgment, and expression that are essential both to subsequent professional training and to the ongoing process of self-education by which one refines one's capacity to function autonomously as an intellectual and moral being.

To achieve these goals, the faculty of the College must strive constantly to live up to their commitment in their course offerings, as must students in their course selections. The commitment is a collective one on the part of the College community. Each of the academic components of the College is under a heavy obligation to make its field of study accessible in some manner to the entire student body and to satisfy the needs of the nonmajor as well as those of the specialist.

The College is not and should not be insulated from the problems of the world. Rather, the College is a collection of people deeply involved in their community, their nation, and their world. When liberal arts education is faithful to its mission, it encourages and trains young people who are sensitive to the crucial problems of our time and who have the kind of mind and the kind of inspiration to address them fearlessly and directly. This is its goal and the standard by which it should be judged.

A statement prepared by the Faculty-Student Committee
on Curriculum and Educational Policy, 1976.

Historical Sketch

The idea of Bowdoin College originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaean, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state. Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen,* which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe,* at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850-51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde — a prolific writer in national journals — proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell, Jr. '58 was inaugurated at the age of 33. The youngest college president in the country, and a highly respected scholar in the field of 17th-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate — for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He has reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993-94, he presided over the College's celebration of the 200th anniversary of its founding. A capital campaign, concluded in 1998, brought in $135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of Cleaveland Hall and Searles Science Building, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orrs Island; expanded facilities for the arts, to be constructed in and adjacent to Memorial Hall and in the Curtis Pool Building; and restoration and improvements to the Chapel. In addition, two new residence halls, Stowe and Howard Halls, were completed in 1996, and work is scheduled to begin on two others in 1998.

In 1996-97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaces the system of residential fraternities, which will be phased out by May 2000.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802-1807
Jesse Appleton	1807-1819
William Allen	1820-1839
Leonard Woods, Jr.	1839-1866
Samuel Harris	1867-1871
Joshua L. Chamberlain	1871-1883
William DeWitt Hyde	1885-1917
Kenneth C. M. Sills	1918-1952
James S. Coles	1952-1967
Roger Howell, Jr.	1969-1978
Willard F. Enteman	1978-1980
A. LeRoy Greason	1981-1990
Robert H. Edwards	1990—

Admission to the College

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

> Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.
>
> At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will offer studies in arts, music, and computer science. We strongly recommend that students have typing or keyboard training.

Candidates applying to Bowdoin College are evaluated individually by members of the admissions staff in terms of six factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations and Bowdoin interview, application and essay, overall academic potential, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

Application materials include the Common Application and the Bowdoin Supplement. Both are included in the Bowdoin College Viewbook. The Common Application is also available through high school guidance offices. Copies of the full application or Bowdoin supplementary materials may be obtained by contacting the Office of Admissions, or through the Bowdoin College World Wide Web Site.

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation Forms. The Bowdoin Supplement includes a supplementary essay; a Mid-Year School Report; optional Arts and Athletics supplements; the Early Decision form if applicable; and, for those who wish to be considered for financial aid, the Bowdoin Financial Aid Application. Applicants for admission must also submit the $55 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee ($55) as early as possible in the senior year. The deadline for receiving regular applications is *January 1*. In addition to the primary essay required as part of the Common Application, Bowdoin requests that candidates submit a supplementary essay describing the positive impact that one outstanding secondary school teacher has had on the candidate's intellectual development.

2. *School Report:* The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations:* Each candidate is required to submit two teacher recommendations, which should be given to two academic subject teachers for completion and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores:* Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. This past year, approximately 15 percent of Bowdoin's accepted applicants decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for seeing that Bowdoin receives the scores if he or she wants them to be

considered as part of the application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions Committee. Students choosing to submit their SAT or ACT and SAT II test scores should complete all examinations no later than January of the senior year.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling.

5. *Visit and Interview:* A personal interview at Bowdoin with a member of the admissions staff, a senior interviewer, or an alumnus or alumna is *strongly encouraged* but not required. If a campus visit is not possible, members of the Bowdoin Alumni School and Interviewing Committee (BASIC) are available in most parts of the country to provide an interview that is closer to home. (For further information on BASIC, see page 262.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential are often helpful to the Admissions Committee. Twelve carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments from September through December. On-campus interviews are available from the third week in May to December 31.

The Admissions Office schedules interviews throughout the year, except from January 1 to the third week in May, when the staff is involved in the final selection of the class.

6. *Notification:* All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a $300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard College Board form.

Early Decision

Each year Bowdoin offers admission to approximately 35 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option, since it may resolve the uncertainty of college admission early in the senior year. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must state in writing that they wish to be considered for Early Decision and that they *will enroll if admitted.* Early Decision candidates are encouraged to file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted on an Early Decision basis.

2. The Common Application and essays, accompanied by a request for Early Decision, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of $55 (or fee-waiver form)

must be submitted to Bowdoin by November 15 for Early Decision I (notification by late December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's "Profile" will be notified of the amount of their award soon after they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin prior to the application deadlines.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement. Applicants need not be deterred from applying for Early Decision because they have not completed the CEEB or ACT tests. (However, CEEB or ACT scores are used for academic counseling and placement, and students are required to submit scores over the summer prior to enrolling.)

5. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

6. Applications that are not accepted under the Early Decision program may be transferred to the regular applicant pool for an additional review. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, some students may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admission.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will reconsider the offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the dean of admissions prior to May 1, explaining the reasons for delaying matriculation. It is Bowdoin's practice to honor most of these requests and to hold a place in the next entering class for these students as long as the student agrees to withdraw all applications at other colleges or universities. A $300 nonrefundable admissions deposit must accompany the deferral request.

Admission with Advanced Standing

Bowdoin recognizes the College Entrance Examination Board Advanced Placement and the International Baccalaureate programs and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to take advantage of advanced curriculum offerings and to have test results sent to the Admissions Office. Inquiries may be directed to the Office of Student Records.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations.

Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation.

Determinations of advanced placement and credit are made during the student's first year at Bowdoin. First-year students may apply a maximum of eight course credits toward the degree from the following sources: Advanced Placement Program, International Baccalaureate Program, and college credits from other institutions earned prior to matriculation.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 1997–98, 427 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin. Of these, 79 were admitted and 26 enrolled.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Common Application, the required essays, and the **International Student Supplement,** which is available from the Admissions Office.

2. Students whose first language is not English should submit official results of the Test of English as a Foreign Language (TOEFL) by January 1.

3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form and the Bowdoin Financial Aid Application when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has designated three to four fully funded scholarships for international students for each entering class. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these exceptional financial aid packages tends to be intense. Both first-year and transfer applicants who wish to be considered for financial aid should submit required materials by January 1.

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. Citizens of the United States should file the Common Application and essays and the Transfer Student Supplement (available from the Admissions Office or Bowdoin's World Wide Web site) with the $55 application fee by March 1 for fall admission or by November 15 for mid-year admission. International students should file the application by January 1 for fall admission or by November 15 for mid-year admission and include the Transfer Student Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, statements from deans or advisors at their colleges, and at least two recommendations from current or recent professors. Interviews are

strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in late April or May. Candidates for January admission are notified in mid-December.

2. Transfer candidates usually present academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the Office of Student Records and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. All transfer students are eligible for aid, based on financial need. Domestic applicants for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's "Profile" by March 1. International applicants for aid must file the College Scholarship Service Foreign Student Financial Aid Form by January 1. Financial aid usually is not available for transfer students applying for January admission.

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. One or two courses are charged at a special rate of $1,410 per course and no more than two courses may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the $55 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

APPLICATION FOR FINANCIAL AID

Need-Blind Admissions Policy

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and to meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that the budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.

For the past five years, financial need has not been a criterion in the selection of candidates for admission with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

The resources budgeted for financial aid have increased significantly each year. In addition, the capital campaign completed in 1998 has added $29 million in endowment for financial aid, and fund-raising continues to address this need.

Procedure for Application for Financial Aid

Students who wish to be considered for financial aid must apply each year. The primary financial aid document is the College Scholarship Service's "Profile." A brief supplement, the Bowdoin Financial Aid Application (BFAA), is included with the application materials for admission to the College to ensure that our Student Aid Office is aware of a candidate's intent to file for aid. Application deadlines are given below. Returning students will be issued forms as part of their renewal package in March.

Cost should not discourage students from applying to Bowdoin College. Through its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In 1998–99, approximately 38 percent of the entering class of 440 students were awarded need-based grants. The average award of grant, loan, and job was $19,260. The amount of assistance intended to meet the individual's need is calculated from the information in the College Scholarship Service's "Profile." Additional material about the program of financial aid at Bowdoin can be found on pages 16–21. Awards of financial aid are announced soon after letters of admission have been sent.

Summary of Application Deadlines

Application materials for admission and student aid include the completed Common Application with supplementary essay, the Bowdoin Financial Aid Application or Foreign Student Financial Aid Application, the College Scholarship Service "Profile," and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns
February 15: FAFSA

Early Decision II

January 1: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns
February 15: FAFSA

Regular Admission

January 1: Common Application and supplementary essay
February 15: Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns

Transfer Applicants

Fall: March 1: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns

Spring: November 15: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application.
NOTE: Financial aid is usually not available for spring transfer students.

International Applicants

First-Year Students and Fall Transfers:
January 1: Common Application and supplementary essay, International Student Supplement, Transfer Supplement if applicable, Foreign Student Financial Aid Form, TOEFL Report

Spring Transfers:
November 15: Common Application and supplementary essay, International Student Supplement, Transfer Supplement, Foreign Student Financial Aid Form, TOEFL Report.
Note: Canadian students should file a Profile and Canadian tax returns instead of the Foreign Student Financial Aid Form. Financial aid is usually not available for spring transfer students.

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5010 College Station, Brunswick, ME 04011; tel. (207) 725–3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011; tel. (207) 725–3273.

Financial Aid

Bowdoin college's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College with the full amount of needed assistance. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as an outright grant should also expect to earn a portion of their expenses and that they and their families should assume responsibility for repayment of some part of what has been advanced to help them complete their college course. Consequently, loans and student employment will generally be part of the financial aid award. Applications for financial aid should be submitted to the director of student aid on or before the appropriate deadline. Submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Approximately 60 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. Students receiving endowed funds may be asked to communicate with donors. Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

In 1997–98, Bowdoin distributed a total of about $11,807,250 in need-based financial aid. Grants totaled about $9,250,500 in 1997–98 and were made to approximately 40 percent of the student body. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. The College provides about $953,850 to aid recipients each year from loan funds under its control; another $989,600 in loan aid comes from private lenders under the terms of the federal Stafford program.

Application for Financial Aid

Students who wish to be considered for financial aid must submit an application each year. A Bowdoin Financial Aid Application is included with the application materials for admission to the College. **The deadlines for the Bowdoin Financial Aid Application and Profile are: November 15 for Early Decision Option I candidates; January 1 for Early Decision Option II candidates; February 15 for regular admission candidates.** International candidates should file their financial aid application concurrently with their application for admission. In addition, all candidates for aid must submit the Free Application for Federal Student Aid (FAFSA) by February 15.

The FAFSA is used to determine eligibility for the following aid programs at the College: Pell Grants provided by the federal government; Federal Supplementary Education Opportunity Grants (SEOG); Federal Perkins Loans (formerly NDSL); Federal Stafford Loans (formerly GSL); and Federal Work Study jobs.

The Bowdoin Financial Aid Application and the "Profile" are used to determine the family's need for Bowdoin College scholarship grants and Bowdoin College Consolidated Loans.

Domestic transfer students applying for aid must file the FAFSA with the federal processor and the "Profile" with the College Scholarship Service by March 1 and send the Bowdoin Financial Aid Application and a Financial Aid Transcript (available from their previous college) to the Student Aid Office.

Whether an individual receives financial aid from Bowdoin or not, he or she is eligible to apply for long-term, low-interest loans under the Federal Stafford Loan program. Such loans are generally available from private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the Bowdoin Financial Aid Application, the FAFSA, and the "Profile," they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 Forms each year. The College's Financial Aid Committee will not take action on any aid application until the required documentation has been submitted.

Eligibility for Aid

To be eligible for aid at Bowdoin College, a student must:

1. be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis;
2. demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices; and
3. satisfy academic and personal requirements as listed in the Financial Aid Notice that accompanies an award of aid.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its own discretion, award a ninth semester of aid.

The amount and types of aid a student may receive are limited by calculated need as determined by the College's Financial Aid Committee. If funds are not sufficient to meet the full need of eligible students in any year, the Committee will adopt procedures to assure that the greatest number of eligible candidates will receive the greatest proportion of the aid they need.

All awards of financial aid made in anticipation of an academic year, including the first year, will remain in effect for the full year unless the student's work is unsatisfactory. Students may also be assured of continuing financial aid that meets their need in subsequent years if their grades each semester are such as to assure progress required for continued enrollment (see Academic Standards and Regulations, Deficiency in Scholarship," pages 36–37).

Awards to students whose work is unsatisfactory may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

Determination of Need

College policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veteran's benefits.

Parental assistance from income and assets is determined from the information submitted on the FAFSA, "Profile," and Bowdoin Financial Aid Application. It is presumed that both of the parents or legal guardians are responsible for the student's educational expenses, including the continuing obligation to house and feed the student, to whatever extent is possible. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student assets at the time the first application is filed are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation. Students are not required to use their savings, and may choose to make up this amount in other ways. If a student decides to use those savings over fewer years or for other purposes, Bowdoin will continue to include the prorated amount in its calculation of student assets.

The College expects students to earn a reasonable amount during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college and the prevailing economic conditions, but it is the same for all aid recipients in each class.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

Aid Awards

Awards are a combination of scholarship grants and self-help, i.e., a loan offer and a campus earnings expectation. The College determines both the type and amount of aid that will be offered to each student. The aid combination, or package, varies each year depending upon a student's need. Even if the total amount of aid remains unchanged, the family should expect the scholarship grant to decrease by $150 to $200 per year and the annual self-help portion to increase by the same amount.

Scholarship grants are gift aid that is provided without student obligation of any kind. No repayment of the scholarship grant is expected. These awards come from a variety of sources such as endowed funds, current gifts, and the federal government, including any Pell grant a student may receive. Students are automatically considered for all grants and therefore do not apply for specific awards.

Bowdoin College Loans, Stafford Loans, and Perkins Loans are available to students to cover payment of educational expenses. Parents are typically not legally responsible for repayment of these loans. The loan portion of an aid package is an offer; students often are eligible to borrow in excess of the amount offered. The scholarship grant will not be affected by a student's decision to accept or decline all or any part of the loan. An additional parental contribution or extra summer or campus earnings may be used to replace the loan at the discretion of the student and the family. Long-term loans may also be made to students not receiving scholarship grants.

These loans, including Stafford Loans, Perkins Loans, and Bowdoin College Consolidated Loans, bear no interest during undergraduate residence. As of July 1994, interest is charged at 5 percent for the latter two loans; interest on Stafford Loans is variable, with a maximum rate of 8.25 percent. Payment over a ten-year period begins six months after graduation or separation, or after graduate school; two or three years of deferment are possible for various categories of service or internships. Perkins Loans also provide for the cancellation of some payments for persons who become teachers and/or who serve in the Peace Corps or Vista, and for several other types of service.

Small, short-term loans are available upon application at the Controller's Office.

Bowdoin National Merit Scholarships

Beginning in the fall of 1999, Bowdoin College will sponsor National Merit Scholarships. Winners of these awards who do not demonstrate financial need will receive a $750 award from the National Merit Corporation, renewable up to four years. Bowdoin National Merit scholars demonstrating need will receive $2,000 awards from the National Merit Corporation and all remaining need will be met with Bowdoin grant aid and a limited amount of on-campus employment.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from a campus earnings expectation, which is included in the financial aid award. The student may choose to work or not; this decision has no further effect upon the scholarship grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College and employment by outside agencies represented on the campus or located in the community. College policy is to give priority in hiring to students with recognized financial need. However, employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. The annual student payroll currently stands at about $999,800.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs mentioned above. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

First-Year Student Awards

About 180 entering students each year receive prematriculation awards to help them meet the expenses of their first year. Recently the awards have ranged from $500 to $30,400. As noted above, some awards are direct grants, but most also include loan offers. The size and nature of these awards depend upon the need demonstrated by the candidates. The application process and deadlines are described on pages 13–15. Candidates will be notified of a prematriculation award soon after they are informed of the decision on their applications for admission, usually about April 5.

Upperclass Awards

Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their financial need and academic progress. All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by April 15 each year. The director of student aid will make the appropriate forms available each year and will provide notification of application requirements and filing deadlines.

It is the responsibility of the student to submit all required forms on time according to the dates published by the Student Aid Office. Upperclass students and their families must complete the Bowdoin Financial Aid Application, the Free Application for Federal Student Aid (FAFSA), and the "Profile" of the College Scholarship Service for each year that aid is requested. Upperclass students file for aid between February and April; award notifications are mailed in early July.

Normally, awards are made at the end of one academic year in anticipation of the next, but applications or requests for a financial aid review may be made in December for aid to be assigned during the spring semester on a funds-available basis.

Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Foreign Student Awards

Bowdoin has a limited number of fully funded financial aid awards for foreign students. To be considered for these awards, the student must file the College Scholarship Service's Foreign Student Financial Aid Application, which is available from the Admissions Office. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit a Profile instead of the Foreign Student Financial Aid Form.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. Awards up to full tuition are possible for those attending Harvard University's medical, law, or business schools. In 1997–98, Bowdoin provided $266,700 in graduate scholarship assistance to 73 students. Further information about these scholarships is available through the Student Aid Office.

Special Funds

Income from these funds is used to assist students with special or unexpected needs. Further information is available through the Office of the Dean of Student Affairs.

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Notice that accompanies an award of aid and is available upon request. Questions about Bowdoin's aid programs may be addressed to the director of student aid.

Expenses

COLLEGE CHARGES

The charges for tuition, room rent, board, and fees for 1998–99 are listed below. These do not include costs for travel, books, or personal expenses; students must budget for such items on their own. For planning purposes, students and parents should anticipate that tuition and other charges may increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester		Total
	Fall	**Spring**	**For the Year**
Tuition	$11,697.50	$11,697.50	$23,395.00
Board	1,747.50	1,747.50	3,495.00
Room Rent			
Residence Halls	1,395.00	1,395.00	2,790.00
Pine and Harpswell St. Apts.	1,770.00	1,770.00	3,540.00
Other Apartments	1,477.50	1,477.50	2,955.00
Student Activities Fee*	125.00	125.00	250.00
Health Plan Fee*	125.00	125.00	250.00
Telephone Service**	35.00	35.00	70.00

*Mandatory fees for all enrolled students.
**Applicable to students in College housing.

Study Away Fees

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 1998–99 is $600 per semester ($1,200 for two separate one-semester programs), or $750 for a full academic year at a single institution or program. The fee is waived for students attending certain programs with which Bowdoin maintains a consortial relationship. Details are available from the Office of Off-Campus Study.

The Bowdoin Student Health Plan remains in effect while a student studies elsewhere, unless the student is obliged to purchase a similar insurance from that program. Further details are available at the bursar's office.

Registration and Enrollment

All students are required to register during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers for classes after the first week of classes must pay a $20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment

Form serves to notify the College that the student is on campus and attending classes. A fee of $20 is assessed for late submission of the Enrollment Form.

A $300 Continuation Deposit is due March 15 from all students planning to continue at Bowdoin the following fall semester. Students may not register for classes or apply for housing unless this deposit has been paid. The deposit is an advance payment against the fall semester tuition and will be shown on the bill for that term. The deposit is forfeited if a student registers and then subsequently transfers or resigns from Bowdoin.

Refunds

Refunds of tuition and fees for students leaving the College during the course of a semester will be made in accordance with the following refund schedule:

During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
Over five weeks	No refund

Refunds for board and room will be prorated on a daily basis in accordance with the student's attendance as it relates to the College's calendar, after adjustments for fixed commitments and applicable overhead expense. *Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds.* Financial aid awards will be credited in proportion to educational expenses as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Application for a refund must be made in writing to the bursar of the College within 30 days of the student's leaving.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 16–21.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The director of residential life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union, Wentworth Hall, or a fraternity. Students who live in Bowdoin facilities, except apartments, are required to take a 19-meal or 14-meal board plan. Partial board packages are available to students living off campus or in College-owned apartments.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. Part of the Health Plan Fee covers health and accident insurance, in which all students are enrolled. Insurance provides year-round coverage whether a student is enrolled at Bowdoin or in an off-campus study program.

Bills are rendered by the College for many medical services provided through the health center. Most of these costs are covered by student health insurance. A pamphlet specifying the coverage provided by student health insurance is available from the bursar and will be mailed in the summer preceding the policy year. Any costs not covered by insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence or recognized fraternity must be registered with Campus Security. The registration fee is $10 a year for students living in College housing. For students living off campus in apartments and fraternities, registration is free. Failure to register a motor vehicle will result in a $25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of vehicles parked on campus. Parking on campus is limited and students will be assigned parking areas according to their living locations.

PAYMENT OF COLLEGE BILLS

Bills for the tuition, board, room rent, and fees for the fall and spring semesters will be sent on or about July 15 and December 2, and are due August 1 and January 6, respectively. Credits (funds actually received) and tentative credits will also appear on the bill. Bowdoin scholarship grants, payments from the family, and any other cash payments are examples of credits. Non-Bowdoin scholarship aid that has been reported, Bowdoin loan offers, payment plan contracts, and approved Stafford and parent loan applications are tentative credits. The balance due is the difference between all charges and all credits.

Bills are sent to the student unless the bursar is requested to direct them to someone other than the student.

Students and their parents or guardians may pay the College charges as they fall due each semester, or by using one of the installment payment plans offered by Academic Management Services, Key Education Resources, or Tuition Management Systems. They may also arrange to pay the total due by using a mixture of these two payment options.

The payment dates in the payment plans may not be deferred for the convenience of families using Stafford and parent loans, or other tuition payment programs. Both long- and short-term financial arrangements should be made far enough in advance to assure payment on the required dates. *Students with unpaid bills may not register for or attend classes, nor are they eligible for off-campus study, academic credit, transcripts, or degrees.*

By registering for classes, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if the student withdraws from the College prior to the start of classes. Later withdrawals are subject to the published refund schedule (see Refunds).

After the first week of classes, the College reserves the right to remove any student from classes, and from College housing, who has not satisfied his or her financial obligations. Any campus meal plan will also be terminated at that time.

Late-Payment Charge

The balance due each semester will be considered overdue if not paid by the due date, and any unpaid balance may be subject to a late charge of $100 per semester. Exemptions may be given for tentative credits (see first paragraph of this section).

The Curriculum

Bowdoin recognizes through its course offerings and requirements the importance of relating a liberal education to a world whose problems and needs are continually changing. The College does not prescribe specific courses for all students. Rather, each student determines an appropriate program of liberal arts courses within the framework of the College's academic standards and in consultation with an academic advisor.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The requirements for the degree include completion of a minimum number of courses, residence at the College for a minimum time, fulfillment of the distribution requirements, and completion of a major. A student must achieve minimum grades in order to remain enrolled at Bowdoin.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a premajor academic advisor at the start of the first year and the two meet first during orientation. Students generally maintain this relationship through the sophomore year. Students declare their majors during the second semester of the sophomore year. Afterwards, a student is advised by a member of his or her major department. Advisors and students regularly consult prior to each registration period.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

1. successfully passed thirty-two full-credit courses or the equivalent;
2. spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
3. completed at least two courses in each of the following divisions of the curriculum–-natural science and mathematics, social and behavioral sciences, and humanities and fine arts—and two courses in non-Eurocentric studies; and
4. completed a major, be it a departmental major, two departmental majors, a coordinate major, an interdisciplinary major, or a student-designed major (a departmental minor may be completed with any of the preceding).

DISTRIBUTION REQUIREMENTS

Students must take two courses from each of the three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts. Students must also take two courses in non-Eurocentric studies; a course that satisfies the non-Eurocentric studies requirement may also count for its division. These requirements may not be met by Advanced Placement or International Baccalaureate credits, but may be met by credits earned while studying away from Bowdoin. Distribution requirements should normally be completed by the end of the sophomore year. Areas of distribution are defined as follows:

Natural Science and Mathematics: Biochemistry, biology, chemistry, computer science, geology, mathematics, neuroscience, physics, and certain environmental studies and psychology courses. (Designated by the letter *a* following a course number in the course descriptions.)

Social and Behavioral Sciences: Africana studies, economics, government, psychology, sociology and anthropology, and certain Asian studies, environmental studies, history, and women's studies courses. (Designated by the letter *b* following a course number in the course descriptions.)

Humanities and Fine Arts: Art, Chinese, classics, dance, education, English, film, German, Japanese, music, philosophy, religion, Romance languages, Russian, theater, most history courses, and certain Asian studies and women's studies courses. (Designated by the letter *c* following a course number in the course descriptions.)

Non-Eurocentric Studies: Students must take two courses that focus on a non-Eurocentric culture or society, exclusive of Europe and European Russia and their literary, artistic, musical, religious, and political traditions. The requirement is intended to introduce students to the variety of cultures and to open their minds to the different ways in which people perceive and cope with the challenges of life. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on African American, Native American, or Latin American cultures will meet the requirement. Language courses do not meet this requirement. (Designated by the letter *d* following a course number in the course descriptions.)

THE MAJOR

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 49. Interdisciplinary majors are described beginning on page 162.

So that students may have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests, students do not declare their majors until spring of their sophomore years, when they register for courses for the junior year or make plans to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental Major

Departmental majors are offered in the following areas:

Africana Studies
Anthropology
Art History
Asian Studies
Biochemistry
Biology
Chemistry
Classics
Classics/Archaeology
Computer Science
Economics
English
French
Geology
German
Government and Legal Studies
History
Mathematics
Music
Neuroscience
Philosophy
Physics and Astronomy
Psychology
Religion
Romance Languages
Russian
Sociology
Spanish
Visual Arts
Women's Studies

A student may choose to satisfy the requirements of one department (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see page 115.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

Art History and Archaeology
Art History and Visual Arts
Chemical Physics
Computer Science and Mathematics
Geology and Chemistry
Geology and Physics
Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 162–63.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of Student Records. Student-designed majors require the approval of the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. All courses, except performance studies courses, earn one credit each. Performance courses earn one-half credit each.

Course Load

All students are required to enroll in no fewer than four credits each semester. Students wishing to take more than five credits must receive approval from the dean of student affairs. A student may not take five credits while on academic probation or, in the case of first-year students, in the semester following the receipt of an F, without approval from the dean of student affairs. Juniors or seniors who are within sixteen credits of graduating and have accumulated extra credits may carry a three-credit load once during any of their last four semesters at Bowdoin. Other students who, for extreme personal or medical reasons, may wish to carry a reduced load must seek approval from the Recording Committee and must provide a plan for making up the credit. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin.

Attendance and Examinations

Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, instructors may require documentation of excuses from the Dudley Coe Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of Student Records. No examinations may be given during Reading Period. All academic work, except for final examinations, is due on or before the last day of Reading Period.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King, Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

1998:	
Rosh Hashanah	September 21
Yom Kippur	September 30
1999:	
Martin Luther King, Jr. Day	January 18
First Day of Passover	April 1
Good Friday	April 2
Easter	April 4

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum size limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of Student Records by 5:00 P.M. on the day specified in the Schedule of Course Offerings. Students receive initial notification of their courses within a few days, and Phase II Registration then gives those students who were not registered for four courses the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register by e-mail or fax at the same time that students are registering on campus. Materials are sent to students who are away in advance of the registration period.

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form is barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms returned late are subject to a $20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a $20 late fee.

Once classes begin, students may adjust their course schedules by submitting an add/drop card to the Office of Student Records. Students have two weeks to make the necessary adjustments to their schedules. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have six weeks to drop a course; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a $20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students receive periodic notices of the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293,** or **294.** An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the previous semesters of independent study.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course.

Faculty report grades to the Office of Student Records at the close of the semester. Grade reports are sent to students shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/Fail Option

A student may choose to take a limited number of courses on a Credit/Fail basis as opposed to a graded basis. Courses to be taken on a credit/fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work that is at the level of C or above; that is, the student is expected to demonstrate a thorough understanding of the material of the course in order to receive credit for the course.

A student may elect no more than one course of the normal four-course load each semester on a Credit/Fail basis, although a student may elect a fifth course any semester on a Credit/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/Fail basis; courses in excess of the thirty-two required may be taken for Credit/Fail without limit as to number.

Courses that can only be taken Credit/Fail (most music ensemble and dance performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/Fail basis. No course may be changed from graded to Credit/Fail or vice versa after the second week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If approved, the Incomplete Agreement Form is signed by all necessary individuals, and a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of Student Records will change the Incomplete to Fail. Extensions must be approved by the dean of student affairs. Any exceptions to this rule or a change of the specified time limit may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty may communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Comment cards do not become part of permanent student records or files. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately discuss corrective assistance with his or her instructor. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of Student Records will furnish official transcript copies upon written request. There is no charge for transcripts unless the student requests that materials be sent by an overnight delivery service.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but an F grade received in a course taken on a Credit/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* requires a GPA of 3.85 or higher; a degree *magna cum laude* requires a GPA of 3.70 or higher; and a degree *cum laude* requires a GPA of 3.50 or higher.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

The Dean's List

Students who in a given semester receive grades of A or B in at least the equivalent of four full-credit graded courses (no grade lower than a B) are placed on the Dean's List for that semester. Students who in a given semester receive all As are placed on the Dean's List with the added distinction of Honors.

Sarah and James Bowdoin Scholars

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. In the year preceding the award, a student must have been actively engaged in full-time academic work (carrying at least four full-credit courses each semester), and at least one of the semesters must have been at Bowdoin. For a student to be named a Sarah and James Bowdoin scholar, the grades for the previous year must have been equivalent to a grade point average of 3.50. In addition, no grades in the previous year can have been lower than a C.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has received a grade of A in each of his or her courses during the previous academic year.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited insitution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students may be placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In the computation of cumulative grades for probation, suspension, or dismissal, note that grades earned in the first semester of the first year are given half weight.

Academic Probation

Students will be placed on academic probation for one semester if they:

1. receive two Fs, one F and two Ds, or four Ds in their first semester as first-year students at Bowdoin;
2. receive one F or two Ds in any one subsequent semester;
3. receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Students will remain on academic probation if they receive one D while on academic probation. Students who are on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students will be subject to academic suspension if they:

1. receive four Fs in their first semester as first-year students at Bowdoin;
2. receive two Fs, one F and two Ds, or four Ds in any subsequent semester;
3. receive one F or two Ds while on academic probation;
4. receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student who is suspended for academic deficiency normally is suspended for at least one academic year and is asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a petition for readmission to the dean of student affairs. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines.

Dismissal

Students will be subject to dismissal if they:

1. incur a second academic suspension; or
2. receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves must begin at the start of a regular semester and may not extend beyond two terms.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical Leave of Absence

Medical and emotional circumstances sometimes force students to temporarily interrupt their Bowdoin education and take a medical leave of absence. To initiate a request for a medical leave, the student or his/her advocate (advisor, parent, member of the Health Center or Counseling Center staffs, etc.) should contact a dean who will coordinate the leave and subsequent readmission. Approvals for a medical leave of absence and the conditions associated with the leave will be provided in writing to the student by the dean. Readmission typically is dependent on the following:

1. Receipt of a letter from the student requesting formal readmission and summarizing the student's treatment and personal progress during his/her time away from Bowdoin.
2. Recommendation to the dean of student affairs from the Bowdoin College Health Center and/or Counseling Service in consultation with the student's attending physician and/or counselor. In preparation, the student should authorize the physician and/or counselor to release any information important to the Health Center and/or Counseling Service's evaluation.

Students on medical leave are not considered enrolled at Bowdoin and are expected to leave the College community. Students on medical leave retain financial aid eligibility if they adhere to College deadlines.

Note: Normally, the College discourages students on medical leave from transferring course credit back to Bowdoin. If a physician or counselor determines that limited coursework is important to the recovery, the student should submit a written request for credit transfer to the dean of student affairs. If approval is granted to take courses, the student has the responsibility to see that the courses meet the transfer of credit guidelines set by the College and the academic department. On this matter, students should contact the Office of Student Records.

Involuntary Leave of Absence

In unusual circumstances, the dean of student affairs may place students on an involuntary leave of absence. Students who pose a serious theat to themselves or others may be subject to an involuntary leave for medical reasons, while students who are unable to pay their College bills may be subject to an involuntary leave for financial reasons. The dean coordinating an involuntary leave does so in consultation with the student and his/her parents and other appropriate individuals (director of the Health Center or Counseling Service, the College bursar, etc.).

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. With the exception of work completed in an approved off-campus study program or at an institution with which the College maintains a consortial relationship, it is normally expected that all of a student's coursework after matriculation will be completed at Bowdoin.

The College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study in other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College discourages summer study at two-year institutions. No student will be granted credit for study at a two-year institution after the student has achieved Junior Class standing at Bowdoin. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students should apply to the Office of Student Records for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed.

The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on a Credit/Fail basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of Student Records. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of Student Records in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Regulations concerning transfer of credit from academic-year off-campus study programs can be found in the section on Off-Campus Study on page 45.

Graduation

Students must complete and submit to the Office of Student Records the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of student who are subject to suspension or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petitions can be obtained from the Office of Student Records. All petitions require the signature of a dean, and, depending of the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. (A dean's signature on a petition signifies that the dean and student have discussed the petition and petition process; it does not necessarily mean that the dean approves of or supports the petition.) Students are notified of the outcome by a letter from the Recording Committee.

Academic Skills Programs

Quantitative Skills Development Program

The ability to understand and use quantitative information is increasingly important in political and economic life. To be effective, citizens should be able to interpret graphs and tables, understand quantitative relationships, and draw conclusions from data. Many courses in science and social science use such skills, but some entering college students are not prepared to get the most from these courses. Begun in 1996–97, the Quantitative Skills Development Program encourages all Bowdoin students to develop competence and confidence in using quantitative information. Entering students are tested to assess their proficiency. Those who would benefit from additional work are counseled to take courses across the curriculum that build quantitative skills. Most of these courses are supplemented with small study groups led by trained peer tutors and coordinated by the Quantitative Skills Development Center. Workshops on special topics are also provided by request of instructors. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program integrated into courses across the curriculum and based on the premise that students are uniquely qualified to serve as educated but nonjudgmental readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while allowing student writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the early draft and the assistant's comments. Student writers may go through a similar process with writing assistants on a drop-in basis during evening hours in the Writing Project Workshop.

Students interested in becoming writing assistants apply in the spring. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or visit the Writing Project Web Site at http://www.bowdoin.edu/dept/writing.

Special Academic Programs

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students interested in a career in this field should consult with members of the Visual Arts division as early as possible. Students can construct a course of study combining art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for professional architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions.

Arctic Studies

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Engineering Programs (3-2 Option)

Through an arrangement with the School of Engineering and Applied Science of Columbia University and with the California Institute of Technology, qualified students may transfer into the third year of an engineering option after completing three years at Bowdoin. After the completion of two full years at the engineering school, a bachelor of arts degree is awarded by Bowdoin and a bachelor of science degree by the engineering school. Columbia also has a 4–2 plan, allowing students to complete their senior year at Bowdoin before pursuing a master's degree. Students also may apply as transfer students during their junior year to any approved school of engineering in the country. Students should be aware that admission to these schools is not automatic and does not assure financial aid.

Students interested in engineering programs should start planning early and should consult regularly with James H. Turner of the Department of Physics. All students must take **Physics 103, 104, 223, 229, 300** or **Mathematics 224; Chemistry 109; Mathematics 161, 171,** and **181;** and **Computer Science 101.** They are also expected to have at least ten semester courses outside of mathematics and science, one of which should be in economics.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 1997–98 academic year can be found on pages 124–33.

Gay and Lesbian Studies

Gay and lesbian studies considers the specific cultural achievements of gay men and lesbians and takes a critical perspective on the experience of gay men and lesbians and on the role of sexuality in the culture. Students interested in the field should consult with the Gay and Lesbian Studies Committee. In addition, students who wish to focus their educational pursuits in this field are encouraged to develop proposals for a student-designed major by drawing on courses from various disciplines that address these issues. The following courses address questions of sexuality and might help students to gain a sense of issues relevant to gay and lesbian studies: **Anthropology 222; English 11, 282,** and **343; Film Studies 310; Sociology 219, 252,** and **253;** and **Women's Studies 301.**

Health Professions

Members of the Health Professions Advisory Committee are available to discuss career interests and undergraduate course programs. The Career Planning Center (CPC) maintains a collection of reference materials regarding the various health professions, as well as information about related summer internship programs.

A meeting for first-year students interested in the health professions is held at the opening of College each fall. Additional programs intended to be of help and interest to all students preparing for health professions are offered throughout the year.

Legal Studies

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Craig A. McEwen, Department of Sociology and Anthropology; Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; Lisa Tessler, director of the Career Planning Center; and George S. Isaacson '70, Esq. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education and psychology, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on a ninth semester option for student teaching, see page 101.) An extensive resource library in the

Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth and in the schools, and public and private school openings. Career advising and credential file services are also available.

OFF-CAMPUS STUDY

Students are encouraged to broaden and enrich their education through participation in programs of study outside the United States sponsored by other institutions and organizations. Through the Twelve College Exchange and other programs, the College also makes available opportunities to study for a semester or a year elsewhere in the United States. Whether off-campus study occurs abroad or at home, the College regards it as an extension of the on-campus educational experience and and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the off-campus program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult *Guidelines for Off-Campus Study* distributed by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than March 1. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Ordinarily, students are expected to select programs from the approved list kept by the Office of Off-Campus Study. In unusual cases in which it is not possible to satisfy a student's academic objectives in an approved program, the student may petition for permission to participate in an unapproved program.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of Student Records has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 22). Financial aid normally continues to be available for students who qualify.

Bowdoin College is directly affiliated with the following programs:

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome, established in 1965, provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under the auspices of a consortial arrangement directed by the Duke University Office of Foreign Academic Programs, ICCS operates two semesters each academic year; students drawn from approximately sixty participating institutions generally enroll for one semester during their junior year. Further information about the program may be obtained from Barbara Weiden Boyd or James Higginbotham in the Department of Classics.

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program is a Bowdoin-administered study program in Kandy, Sri Lanka. Established in 1981, and affiliated with the University of Peradeniya, ISLE provides up to twenty students with the opportunity to pursue academic interests in South Asia. Course offerings include required language study, ancient and modern history, Buddhist philosophy and practice, social and gender issues, literature and folklore, politics and government, economics, dance, and independent study. Students live with Sri Lankan host families and tour important archaeological and religious sites during the program, and are encouraged to visit India or other Asian countries after it concludes. Bowdoin grants five course credits for the fall semester, and up to three additional credits for individually tailored courses in the optional spring semester. Interested students should consult Sree Padma, ISLE Administrative Coordinator.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of three electives: Aquatic Chemistry, Mathematical Modeling of Ecosystems, and Microbial Methods in Ecology. Students use the skills learned throughout the semester to develop and conduct independent team research projects. Interested students should consult Bowdoin's Environmental Studies Program.

South India Term Abroad (SITA) Program

The SITA Program, administered by Bowdoin, operates in Tamil Nadu, India. Designed primarily for non-South Asia specialists, SITA offers a standardized curriculum in the fall semester, with courses in language, history, religion, literature, social and cultural issues, and independent study, for which Bowdoin grants five course credits. An extension of one to three months, for up to three credits in individually tailored courses, is available for exceptional students. Participants live with host families and tour several regions in South India during the program, and may travel in other parts of South Asia after its conclusion. Bowdoin's SITA faculty advisor is Sara A. Dickey, Department of Sociology and Anthropology, and the SITA administrator is Ted Adams, whose office is at 38 College Street.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students take The Swedish Model and Comparative Public Policy. A sampling of elective courses in 1997–98 included Women and Swedish Society, Swedish and European Film, The Revolution in Eastern Europe, and The Environmental Movement. The two-week orientation and several courses include study trips, and there are longer trips to various parts of Sweden. Students may reside with Swedish families in and near Stockholm or in campus dormitories. The Bowdoin faculty advisor is David J. Vail, Department of Economics.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, or Williams Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute.* The deadline for all Twelve College programs is February 1 of the academic year preceding attendance. Further information is available from the Office of the Dean of Student Affairs.

Courses of Instruction

THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: All courses not currently scheduled for a definite semester are enclosed in brackets.

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

a: Satisfies one semester of the distribution requirement for natural science and mathematics.

b: Satisfies one semester of the distribution requirement for social and behavioral sciences.

c: Satisfies one semester of the distribution requirement for humanities and fine arts.

d: Satisfies one semester of the distribution requirement for non-Eurocentric studies.

Prerequisites: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Independent study: Directed reading
300–399	Advanced courses, including senior seminars and topics courses
401–404 451–452	Independent study: Original or creative projects and honors courses

Africana Studies

Administered by the Africana Studies Committee;
Randolph Stakeman, *Program Director and Chair*
(See committee list, page 304.)

Joint Appointment with Sociology
Assistant Professor Lelia Lomba De Andrade
Visiting Assistant Professor H. Roy Partridge, Jr.
Joint Appointment with Religion
Assistant Professor Eddie S. Glaude, Jr.
Joint Appointment with Women's Studies
Visiting Instructor Melinda A. Plastas

Africana studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101** or **102; Sociology 208; English 275, 276, 285,** or **286; History 236, 237,** or **243;** and **History 262** or **267**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program.

Alternatively, the student and the director may devise a concentration around another specific theme and submit a proposal to the Committee on Africana Studies for its approval. In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana Studies will consist of five courses in the Africana Studies program, one of which will be an introductory course (either **Africana Studies 101** or **102**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department.

First-Year Seminars

For a full description of the following first-year seminars, see pages 124–33.

10b,d. Racism. Fall 1998. Mr. Partridge.
(Same as **Sociology 10.**)

11c,d. Black and White Counter-Cultures. Fall 1998. Mr. Coviello.
(Same as **English 11.**)

14c,d. The Making and Remaking of Race in America. Fall 1998. Mr. Ignatiev.
(Same as **History 14.**)

23c,d. Cross-Cultural Readings. Spring 1999. Ms. Muther.
(Same as **English 23.**)

Introductory, Intermediate, and Advanced Courses

51c,d. Myth and Heroic Epic of Africa. Spring 2000. Mr. Hodge.

A study of the pantheons and tales of gods and heroes from a range of geographical areas and language groups of sub-Saharan Africa. The tales are analyzed for form and content, with some comparisons to relevant classical and European material.

101b,d. Approaches to Africana Studies. Fall 1998. Mr. Glaude.

An introduction to the study of African Americans and the African diaspora. Provides an examination of the major theoretical trends in the field and surveys classical literature from the United States, Africa, and the Caribbean.

[102c,d. The African American Autobiography.]

121c. History of Jazz. Every other year. Fall 1998. Mr. McCalla.

A survey of jazz from its African-American roots in the late nineteenth century to the present. Emphasis on musical characteristics—styles, forms, types of ensemble, important performers—with some attention to the cultural and social position of jazz in this country and its interaction with other musics. (Same as **Music 121.**)

208b,d. Race and Ethnicity. Fall 1998. Mr. McEwen.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Sociology 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

216c,d. African American Women and Social Transformation in the Twentieth Century. Fall 1998. Ms. Plastas.

Examines the political, social, and intellectual traditions of African American women from the turn of the century through the civil rights and second wave women's movement. Focuses on the club movement, suffrage, anti-lynching campaigns, internationalism, and educational reform. Explores how the matrix of gender, race, and class influenced the form of political activism. Readings include the works of Anna Julia Cooper, Addie Hunton, Mary Church Terrell, Ida B. Wells, Amy Jacques Garvey, Toni Cade Bambara, Angela Davis, and others. (Same as **History 245** and **Women's Studies 216.**)

217b,d. Overcoming Racism. Spring 1999. Mr. Partridge. *(Pending faculty approval.)*

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Sociology 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101.**

221b,d. History, Culture, and Power in the Caribbean Americas. Fall 1998. Mr. Stolzoff.

An examination of the historical, cultural, and political forces that have shaped the region and its people from the pre-conquest era to the present. Topics include colonialism, slavery and the plantation society, marronage and rebellion, emancipation, anti-racism and decolonization, cultural identity, religious movements and popular culture, contemporary political economy, and the study of everyday life. (Same as **Anthropology 245.**)

Prerequisite: Previous course in anthropology or sociology.

223b,d. African Politics. Fall 1998. Mr. Potholm.

An examination of the underlying political realities of modern Africa. Emphasis on the sociological, economic, historical, and political phenomena that affect the course of politics on the continent. While no attempt is made to cover each specific country, several broad topics, such as hierarchical and polyarchical forms of decision-making, are examined in depth. A panel discussion with African students and scholars usually is held at the end of the course. (Same as **Government 223.**)

227b. Americans in the African Diaspora. Fall 1998. Ms. DeAndrade.

Examines the experience of American ethnic groups of African descent, such as Cape Verdeans, Haitians, Afro-Puerto Ricans, and Jamaicans. Issues addressed include construction of racial and ethnic identity, with particular attention to alternative interpretations of Blackness, the negotiation of ethnic identity, and socio-structural and cultural factors influencing immigration and settlement experiences. (Same as **Sociology 227.**)

Prerequisite: **Sociology 101, Anthropology 101, Africana Studies 101,** or **Africana Studies 102.**

233b,d. Peoples and Cultures of Africa. Spring 2000. Mr. MacEachern.

An introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and culture history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. The emphasis is upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Anthropology 233.**)

Prerequisite: Previous course in anthropology or sociology.

236c,d. The History of African Americans, 1619–1865. Fall 1999. Mr. Rael.

Explores the history of African Americans in the nation through the Civil War. Focuses on issues of African-American acculturation and identity formation, the contributions of African Americans to American culture, and the influence of American society and institutions on the experiences of black people. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 236**.)

237c,d. The History of African Americans, 1865 to the Present. Spring 2000. Mr. Rael.

Explores the history of African Americans from the end of the Civil War to the present. Focuses on issues such as the dual nature of black identity, the emergence of a national leadership, the development of protest strategies, the impact of industrialization and urbanization, and the emergence of black cultural styles. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 237.**)

239c. The Era of the Civil War and Reconstruction. Spring 2001. Mr. Rael.

Examines the period between about 1850 and about 1880. Emphasis on politics, economics, the Supreme Court, and, above all, race relations. Topics include the rise of the Republican party, abolitionism, slavery as an institution and slave society, sectionalism, the war itself and its implications, the politics of Reconstruction, the Freedmen's Bureau, and the establishment of a new basis for white domination. (Same as **History 239**.)

241c. The Civil Rights Movement. Fall 2000. Mr. Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **History 243.**)

242c,d. The Urban Crisis: Race and Class in Modern America. Spring 1999. Mr. Lassiter. *(Pending faculty approval.)*

Examines the African-American experience in the twentieth century, focusing on urban developments from the Great Migration to the present day. Combines a focus on local events and grassroots conflict with top-down public policy initiatives, and incorporates primary sources, documentaries, and literature. Topics include the forging of urban black culture, the impact of suburbanization, the northern civil rights movement, Black Power, race and popular culture, busing for school desegregation, and contemporary urban policy. (Same as **History 250.**)

248c,d. Politics in the Caribbean: From Independence to the Twenty-First Century. Spring 1999. Mr. Stolzoff.

Explores the contours of the contemporary political scene in the Caribbean, examining the processes of political change that have shaped the region from the colonial era to the present. In particular, concentrates on the way that Caribbean peoples have struggled over the last century to grapple with and liberate themselves from their region's colonial legacy by means of nationalism, religious movements, revolution, and neo-liberalism. The course employs a comparative perspective and draws on a wide range of sources, from documentary film to ethnographic case studies. (Same as **Anthropology 248.**)

Prerequisite: Previous course in anthropology or sociology.

[250c,d. Religious History of African Americans.]

251c. Prophecy and Social Criticism in the United States. Fall 1998. Mr. Glaude.

Examination of the religious and philosophical roots of prophecy as a form of social criticism in American intellectual and religious history. Max Weber, Eric Voeglin, Sacvan Bercovitch, and Michael Walzer serve as key points of departure in assessing prophetic criticism's insights and limitations. Focus on the role of black prophetic critics such as James Baldwin, Martin L. King, Jr., and Cornel West in confronting issues of race, economic disparity, and mass culture, and themes such as American exceptionalism and white supremacy. (Same as **Religion 261.**)

[252c,d. Race and African American Thought.]

262c,d. Slavery and the Slave Trade in Precolonial Africa. Fall 1999. Mr. Stakeman.

An examination of slavery within Africa, the slave trade on the African continent, and African connections to the intercontinental slave trade to the New World. Investigates the role of slavery in African societies, the influence of Islam on slavery, the conduct and economic role of the slave trade, and the social, political, and economic effects of slavery and the slave trade on African states and societies. (Same as **History 262.**)

263c,d. Race, Nation, and Modernity. Spring 1999. Mr. Glaude.

Exploration of the concept of nation in the popular and political imagination of nineteenth- and twentieth-century African-American intellectuals. Focus on key figures of each period and on historical events that track the various uses of the word. Emphasis on the processes of transfer that take place between religious and racial identities that yield the national community are explored from two distinctive angles: white and black America. (Same as **Religion 263.**)

264c,d. Islamic Societies in Africa. Fall 1998. Mr. Stakeman.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **History 264** and **Women's Studies 264.**)

265c,d. The Political Economy of Southern Africa. Fall 1998. Mr. Stakeman.

An introduction to the political and economic processes that have shaped black/white relations in the region and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **History 265.**)

266c,d. History of East Africa. Spring 1999. Mr. Stakeman.

An examination of the political and economic history of East Africa from precolonial societies to the present: topics will include pastoralist and agriculturist societies, state formation, colonialism, nationalism, and post-colonial Kenya and Tanzania. (Same as **History 266.**)

267c,d. West Africa from Colonialism to Independence. Spring 2000. Mr. Stakeman.

An examination of the political and economic history of West Africa to try to understand the region's present conditions and future prospects. Topics include the imposition of colonial rule, the colonial restructuring of African society, the rise of nationalist movements, the first and second generations of independence, regional alliances, development strategies, the place of the region in the world economy, and the military in politics. (Same as **History 267.**)

269c,d. The Pan African Idea. Spring 2000. Mr. Stakeman.

An examination of the growth of a Pan African sense of identity and the exchange of political and cultural ideas among African and African diaspora societies in the nineteenth and twentieth centuries. (Same as **History 269.**)

Prerequisite: Previous course in Africana studies, African-American or African history; or permission of the instructor.

275c,d. African American Fiction. Every year. Fall 1998. Ms. Muther.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Brown, Chesnutt, Harper, Dunbar, Hurston, West, Wright, Petry, Ellison, Morrison, Forrest, Reed, Bambara, Wideman, Walker, and Butler. (Same as **English 275.**)

Prerequisite (beginning with the Class of '02): One 100-level English course or first-year seminar in the English department.

276c,d. African American Poetry. Every other year. Spring 1999. Ms. Muther.

African-American poetry as countermemory—from Wheatley to the present—with a focus on oral sources and productive communities. Special emphasis on the twentieth century: dialect and masking; the Harlem Renaissance; Brown, Hayden, and Brooks at mid-century; the Black Arts movement; and contemporary voices. (Same as **English 276.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

[285c,d. Twentieth-Century Anglophone Caribbean Literature.]

[286c,d. The Literature of Black Diaspora.]

[287c,d. Introduction to West African Fiction in English.]

[288c,d. Black Pulp Fiction.]

289c,d. Contemporary African American Cinema. Fall 1998. MR. WALTON.

Considers individually and as a movement the recent burgeoning of films by African American directors. Examines works by Lee, Burnett, Dash, Franklin, and the Hughes Brothers, among others, with particular attention paid to the social, economic, and industrial contexts within which these films are made. Attendance at weekly film screenings is required. (Same as **English 289.**)

Prerequisite (beginning with the Class of '02): One 100-level English course or first-year seminar in the English department.

303b. Oppression and Liberation. Spring 1999. MS. DEANDRADE.

An advanced study of social theory related to insitutionalized forms of domination, such as racism, classism, and sexism, and their intersection. Gives particular consideration to writings on these topics in relation to or by people of color, with some foregroundings in classical social theory. Readings include selected works by Antonio Gramsci, W. E. B. DuBois, Frantz Fanon, Amilcar Cabral, Patricia Hill Collins, and bell hooks, as well as others who address issues related to colonialism, Black Liberation, and feminism. (Same as **Sociology 303.**)

Prerequisite: **Sociology 101, Anthropology 101**, or **Africana Studies 101,** and any 200-level course in Africana studies, sociology, or anthroplogy; or permission of the instructor.

[333c. Research in Twentieth-Century African-American History.]

335c,d. W. E. B. DuBois: His Life, His Times, and His Thought. Spring 1999. MR. STAKEMAN.

Dr. DuBois was the preeminent African American scholar and analyst of America, the African diaspora, and world affairs. His ideas about race, women's rights, education, democracy, peace, and socialism were ahead of his time throughout his long life (1867–1963). This course examines his life and his work, which ranges from literature, to history, to sociology, to public affairs, Students are required to produce research papers based on his writing, letters, and speeches. (Same as **History 335.**)

Prerequisite: Previous course in Africana studies or history, or permission of the instructor.

336c,d. Research in Nineteenth-Century African-American History. Fall 2000. MR. RAEL.

Students prepare a research paper written from primary historical sources. Topics address such issues as African Americans in the Revolutionary era, the end of slavery in the North, a host of problems relating to slavery in the South, free black life, the Civil War and black Americans, mass emancipation, Reconstruction, and the Jim Crow period. (Same as **History 336.**)

Prerequisite: A previous course in U.S. history is required. Background in African-American history is recommended.

341c,d. African American Women's Literature: Emancipatory Writing. Fall 1998. Ms. Muther.

Explores fiction, poetry, drama, and personal narratives by African American women, focusing on the breaking of silences, on literary revisions—echoes, critiques, and parodies—and on the configuring of alternative traditions. Of special interest: mothers and daughters, the grounds of ritual and the vernacular in black women's writing, and activism and articulations of power. Extensive readings in criticism and theory. (Same as **English 341** and **Women's Studies 341.**)

Prerequisite: Permission of the instructor.

353c,d. Race and Ethnicity in Latin America. Spring 1999. Mr. Garfield.

Drawing on case studies from throughout Latin American, this course examines how questions of race and ethnicity have informed labor and immigration policies, scientific research and public health programs, political mobilization and repression, and myths of national identity. (Same as **History 353.**)

366c,d. Black Folk Art: Traditions and Transformations in African American Art. Fall 1998. Ms. McGee.

An examination of the creation and construction of African American art and its history. From Tanner's *Daniel in the Lions' Den* (1895) to Keith Morrison's *Shadow over Africa* (1986), Black artists have both responded and reacted to mainstream currents in Western art. Critical issues examined include the relationship of the visual arts to Black identity, Modernism, the African Diaspora. The seminar explores the work of Black artists from the nineteenth and twentieth centuries. In addition to art history and criticism, course readings include relevant philosophical and anthropological selections. (Same as **Art History 366.**)

Prerequisite: **Art History 101** or **Africana Studies 101** or **102,** or permission of the instructor.

[390. Seminar in Environmental Studies. Ecology and Transformation in Contexts of Race, Gender, and the Environment.]

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Art

Professors
Thomas B. Cornell
Clifton C. Olds,***Chair, Fall semester*
Mark C. Wethli, *Director, Visual Arts Division*

Associate Professors
Linda J. Docherty,*Chair, Spring semester*
Larry D. Lutchmansingh
John McKee
Susan E. Wegner

Visiting Assistant Professors
Riley Brewster
Tina Ingraham
Julie L. McGee
Lecturer
John B. Bisbee
Adjunct Lecturers
Lance T. Fletcher
Christopher C. Glass

The Department of Art comprises two programs: art history and criticism, and visual arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive and disciplined aesthetic response to one's culture and personal experiences through the development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History and Criticism

The art history major consists of ten courses, excluding first-year seminars. Required are **Art 101;** one from **Art 110, 120,** or **130;** one from **Art 212, 226,** or a course in classical archaeology; one from **Art 222, 224,** or **232;** one from **Art 242, 252, 254,** or **264;** one additional 200-level course; two 300-level seminars; and two additional courses numbered above **Art 101,** one of which may be an independent study. Art history majors are also encouraged to take courses in foreign language and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 162.

Requirements for the Minor in Art History and Criticism

The minor consists of five courses, excluding first-year seminars. Required courses are **Art 101**; two 200-level courses; one 300-level course; and one additional course numbered above **Art 101.**

The major and the minor in visual arts are described on page 62.

COURSES IN THE HISTORY AND CRITICISM OF ART

First-Year Seminars

For a full description of the following first-year seminar, see page 124.

10c. Abstract Art. Fall 1998. Mr. Lutchmansingh.

Introductory, Intermediate, and Advanced Courses

[50c. Art, Science, and the Mind.]

[51c. Key Monuments of Western Architecture.]

101c. Introduction to Western Art. Fall 1998. Ms. McGee.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors in art history, majors in visual arts, and minors in art history. This course is a prerequisite for most upper-level courses in the history of art.

110c,d. Introduction to East Asian Art. Fall 1998. Mr. Olds.

A chronological survey of Chinese, Korean, and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Asian Studies 110.**)

120c,d. Introduction to South Asian Art. Spring 1999. Mr. Lutchmansingh.

A survey of the architecture, sculpture, and painting of the Indian subcontinent (India, Pakistan, Nepal, Tibet, and Sri Lanka) from prehistoric to early modern times. Major emphasis is placed on the art of the three great ancient traditions of Hinduism, Buddhism, and Jainism; and three special subjects—the development of the Buddha image, the dance of Shiva, and the Hindu temple—are studied in some detail. (Same as **Asian Studies 120.**)

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 1999. Ms. Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

209c. Introduction to Greek Archaeology. Fall 1999. Mr. Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101.**)

210c. Introduction to Roman Archaeology. Fall 1998. Mr. Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102.**)

[212c. Medieval Art.]

222c. Art of the Italian Renaissance. Fall 1998. Ms. Wegner.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art 101** or permission of the instructor.

[224c. Mannerism.]

226c. Northern European Art of the Fifteenth and Sixteenth Centuries. Spring 1999. Ms. McGee.

A survey of the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art 101** or permission of the instructor.

232c. Baroque Art. Spring 1999. Ms. Wegner.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art 101** or permission of the instructor.

[234c. Women, Art, and Society in Europe, 1350–1750.]

242c. Nineteenth-Century European Art. Fall 1998. Ms. Docherty.

Painting and sculpture in Western Europe from 1750 to 1900 with emphasis on France, England, and Germany. Individual artists are studied in the context of movements that dominated the century: neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism. The influence of art criticism, the relationship between art and society, and the emergence of the avant-garde in this period are also discussed.

Prerequisite: **Art 101.**

252c. Modern Art. Fall 1998. Mr. Lutchmansingh.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, the Mexican muralists, and the Canadian Group of Seven. Modernism is analyzed in terms of the problems presented by its social situation, its relation to other elements of culture, its place in the historical tradition of Western art, and its invocation of archaic, primitive, and Oriental cultures.

Prerequisite: **Art 101, 242,** or permission of the instructor.

[254c. Contemporary Art.]

264c. American Art from the Civil War to 1945. Spring 1999. Ms. Docherty.

American architecture, sculpture, and painting between the Civil War and World War II. Issues considered include the expatriation of American painters after the Civil War, the introduction of European modernism to the United States, the pioneering achievements of American architects and photographers, and the continuing tension between native and cosmopolitan forms of cultural expression. Field trips to the Bowdoin College Museum of Art.

[268c. Photography and Identity.]

282c. Modern Architecture. Spring 1999. Ms. McGee.

An introduction to modern European and American architecture. Examines practical, social, and aesthetic dimensions related to the development of modern architecture. Special consideration is given to styles and collective movements such as the Bauhaus, the International style, the Chicago school, and postmodernism. Architects studied include Frank Lloyd Wright, Le Corbusier, Mies van der Rohe, and Robert Venturi.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. Admittance to all seminars requires permission of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

310c,d. The Art of Zen. Fall 1999. Mr. Olds.

An examination of the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, garden design, and the tea ceremony. (Same as **Asian Studies 310.**)

Prerequisite: Permission of the instructor.

325c. Art in the Age of Discovery. Fall 1998. Mr. Olds.

An examination of European art in the context of early modern science, including the voyages of discovery, the Copernican Revolution, the beginnings of modern medicine, and experiments in the area of light and optics. Artists studied include Leonardo da Vinci, Pieter Bruegel the Elder, Hans Holbein, Caravaggio, and Jan Vermeer.

Prerequisite: **Art 101** or permission of the instructor.

343c. Impressionism. Spring 1999. Ms. Docherty.

A study of impressionist painting in France and America from the Salon des Refusés to the Armory Show. Issues discussed include the relationship of the *avant-garde* to the Academy, the rise of *plein-air* landscape, the characterization of modern life, the influence of photography and popular culture, and the gendering of art.

Prerequisite: **Art 101** and permission of the instructor.

365c. Picturing Nature. Fall 1998. Ms. Docherty.

An examination of images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and Special Collections. (Same as **Environmental Studies 365.**)

Prerequisite: **Art 101** or **Environmental Studies 101,** or permission of the instructor.

366c,d. Black Folk Art: Traditions and Transformations in African American Art. Fall 1998. Ms. McGee.

An examination of the creation and construction of African American art and its history. From Tanner's *Daniel in the Lions' Den* (1895) to Keith Morrison's *Shadow over Africa* (1986), Black artists have both responded and reacted to mainstream currents in Western art. Criticial issues examined include the relationship of the visual arts to Black identity, Modernism, the African Diaspora. The seminar explores the work of Black artists from the nineteenth and twentieth centuries. In addition to art history and criticism, course readings include relevant philosophical and anthropological selections. (Same as **Africana Studies 366.**)

Prerequisite: **Art History 101** or **Africana Studies 101** or **102,** or permission of the instructor.

383c. The Modern and Contemporary Artist. Spring 1999. Mr. Lutchmansingh.

A study of the vocation and profession of the artist as they have developed and transformed since the mid-nineteenth century to the late twentieth. Among the topics studied are the socio-historical development and definition of the artist's professional status; the comparison of traditional and modern art-productive modes; the education of artists; patronage, exhibition, evaluative, and critical practice; the construction of artistic subjectivity and biography; the domestic, social, and public lives of artists; their relationships with audiences and civic and cultural institutions; the operations of artistic bohemias and *avant-gardes;* the impact of new media, technologies, and disciplines; and the effect upon the art world of the feminist movement and the inclusion of new ethnic and immigrant artists. The artistic careers of Turner, Courbet, Van Gogh, Morisot, Duchamp, Kahlo, Hesse, Warhol, and Chicago are studied in some detail.

Prerequisite: **Art 101** and 200-level art history course.

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

401c–404c. Advanced Independent Study and Honors in Art History. Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Art 150, 160, 250,** and **260;** four other courses in the visual arts, at least one of which must be numbered **270** or higher; **Art 101;** and two other courses in art history. Students undertaking an honors project in their senior year will be required to take **Art 401** in addition to the eleven courses required of the major.

Requirements for the Minor in Visual Arts

The minor consists of six courses: **Art 101, 150, 160,** either **250** or **260,** plus two additional studio courses, at least one of which must be numbered **270** or higher.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c. Drawing I. Fall 1998. Ms. Ingraham. Spring 1999. Mr. Brewster.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media. Enrollment limited to 25 students.

160c. Painting I. Fall 1998. Spring 1999. Mr. Brewster.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media. Enrollment limited to 25 students.

Prerequisite: **Art 150.**

170c. Printmaking I. Fall 1998. Mr. Wethli.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium. Enrollment limited to 20 students.

Prerequisite: **Art 150** or permission of the instructor.

180c. Photography I. Spring 1999. Mr. McKee.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm nonautomatic camera. Enrollment limited to 32 students.

190c. Architectural Design I. Spring 1999. Mr. Glass.

An introduction to architectural design. Studio projects develop skills in program and context analysis, conceptual design principles and processes, and presentation techniques. Enrollment limited to 20 students.

191c. Architecture: Environmental Design. Fall 1998. Mr. Fletcher.

An examination of architectural design, the relationship between the built and natural environments, and the opportunities that exist to create cuildings in an environmentally responsible manner. Studio projects develop skills in conceptual design. Readings and site visits augment studio projects to inform the building design process. Enrollment limited to twenty students.

195c. Sculpture. Fall 1998. Spring 1999. Mr. Bisbee.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media. Enrollment limited to 20 students.

250c. Drawing II. Fall 1998. Ms. Ingraham. Spring 1999. Mr. Wethli.

A continuation of the principles introduced in **Art 150,** with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Art 150.**

260c. Painting II. Spring 1999. Mr. Cornell.

A continuation of the principles introduced in **Art 160,** with studio problems based on direct experience.

Prerequisite: **Art 160.**

270c. Printmaking II. Spring 1999. Mr. Wethli.

A continuation of the principles introduced in **Art 170,** with particular emphasis on independent projects.

Prerequisite: **Art 170** or permission of the instructor.

280c. Photography II. Fall 1998. Mr. McKee.

Review of the conceptual and technical fundamentals of black-and-white photography and exploration of the different image-making possibilities inherent in related photographic media such as 35mm and view cameras. Seminar discussions and field and laboratory work. Students must provide their own nonautomatic 35mm camera.

Prerequisite: **Art 180** or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

350c–359c. Advanced Studies in Visual Arts. Fall 1998. Mr. Wethli. Spring 1999. Mr. Cornell.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Art 250** or **Art 260** or permission of the instructor.

370c. Printmaking III. Spring 1999. Mr. Wethli.

Advanced projects in printmaking.

Prerequisite: **Art 270** or permission of the instructor.

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Administered by the Asian Studies Committee;
Kidder Smith, *Program Director and Chair*

(See committee list, page 304.)

Assistant Professors
Takeyoshi Nishiuchi
Christopher M. Lupke
Joint Appointment with Government
Assistant Professor Henry C. W. Laurence
Joint Appointment with History
Assistant Professor Thomas Conlan

Visiting Assistant Professor
Mingliang Hu
Visiting Instructor
Reiko Mori

Students in Asian studies focus on the cultural traditions of either East Asia (China and Japan) or South Asia (India and Sri Lanka). In completing the major, each student is required to gain a general understanding of one of these culture areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major. Student-designed majors focusing on cross-cultural topics in the humanities and/or social sciences are also encouraged. Normally, such student-designed majors will contain a strong disciplinary grounding (e.g., four courses in religion), as well as a significant number of relevant courses focused on Asia.

Off-Campus Study

Foreign study for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, Taiwan, and Japan are available for students interested in East Asia. The ISLE and SITA programs (see page 46) are recommended for students interested in South Asia. Consult the Asian studies office for information about these and other programs. No more than three study away courses (excluding language study) may count toward the major.

Requirements for the Major in Asian Studies

One majors in Asian studies by focusing on a particular geographic and cultural area (e.g., South Asia). Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300-level), and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-semester project.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of Student Records to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

2. *Area-specific courses.* Seven courses that focus on the student's area of specialization. One of these is normally a senior seminar. The possible areas of specialization are East Asia and South Asia. For students focusing on South Asia, **Asian Studies 120, 235,** and **240** or **242** are required.

3. One course in an Asian cultural area outside the student's area of specialization.

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction (i.e., **Japanese 205** or **Chinese 205**) or above. Two courses completed in off-campus study away programs may be counted toward the minor. For students focusing on South Asia, **Asian Studies 120, 235,** and **240** or **242** are required.

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and are examined orally by the program faculty.

First-Year Seminars

For a full description of the following first-year seminars, see pages 124–33.

11c,d. The Wars of the Samurai. Fall 1998. Mr. Conlan.
(Same as **History 11**.)

12c. Religion and Literature in Modern South Asia. Spring 1999. Mr. Holt.

(Same as **Religion 12.**)

25b,d. State, Family, and Individual in Chinese Society. Fall 1999. Ms. Riley.
(Same as **Sociology 25**.)

28c,d. Seekers' Lives. Spring 1999. Mr. Smith.
(Same as **History 28**.)

Introductory, Intermediate, and Advanced Courses

110c,d. Introduction to East Asian Art. Fall 1998. Mr. Olds.

A chronological survey of Chinese, Korean, and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Art 110.**)

120c,d. Introduction to South Asian Art. Spring 1999. Mr. Lutchmansingh.

A survey of the architecture, sculpture, and painting of the Indian subcontinent (India, Pakistan, Nepal, Tibet, and Sri Lanka) from prehistoric to early modern times. Major emphasis is placed upon the art of the three great ancient traditions of Hinduism, Buddhism, and Jainism; and three special subjects—the development of the Buddha image, the dance of Shiva, and the Hindu temple—are studied in some detail. (Same as **Art 120.**)

234b,d. Women, Power, and Identity in India. Fall 1998. Ms. Dickey.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234** and **Women's Studies 252.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

235b,d. South Asian Cultures and Societies. Fall 1999. Ms. Dickey.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements and caste ranking. (Same as **Anthropology 235.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

236b,d. Political Identity and Leadership in South Asia. Spring 2000. Ms. Dickey.

In South Asia, political identity is often based on "primordial" ties such as caste, religion, ethnicity, language, and region. Political leadership involves various strategies for addressing and transcending these communal interests. This course examines the development of different political identities and the importance of issues such as personality politics and patronage in electoral leadership in several South Asian countries. (Same as **Anthropology 236.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

240c,d. Hinduism. Fall 1998. Mr. Holt.

A study of traditional Hindu culture (philosophy, mythology, art, ritual, yoga, devotionalism, and caste) in the ancient and medieval periods of India's religious history. (Same as **Religion 220.**)

241c,d. Religion in Medieval and Modern India. Spring 1999. Mr. Holt.

A study of popular Hindu *bhakti* (devotional) movements as they emerge to challenge brahmanical orthopraxy, the introduction and acculturation of Islam, the rise of Sikhism, the nineteenth-century Hindu reform in reaction to the British raj, Gandhi's religio-political thought, and contemporary issues in the understanding of Hinduism as they can be adduced from a reading of selective works of fiction. (Same as **Religion 221.**)

[242c,d. Buddhist Thought.]

244c,d. Zen Aesthetics. Spring 2000. Mr. Nishiuchi.

A study of ego-consciousness in Zen thought and its artistic expression in Zen painting, *Nô* theater and *Haiku* poetry. Heidegger's critique of modern aesthetics is considered in our analyses. All texts in English translation. (Same as **Religion 244.**)

245c,d. The Ritual Body: Zen and Postmodernity. Spring 1999. Mr. Nishiuchi.

Investigates the ritual existentiality of sentient beings in the theoretical encounter among Dogen (Japanese Zen monk), Nietzsche (German philosopher), and Brook (English dramatist). The investigation focuses on the aesthetics of rite in connection with being, action, and community. (Same as **Religion 245.**)

246c,d. Philosophy of Architecture: A Dialogical Perspective. Fall 1998. Mr. Nishiuchi.

Analyzes the architecture of *chashitsu* (the Japanese tea-house) in light of Martin Heidegger and contemporary American philosophy (Harries, Krell, Sallis, etc.). The comparative analysis explores the poetic and ethical way of dwelling. (Same as **Philosophy 246.**)

251c,d. Modern Chinese Literature. Fall 1998. Mr. Lupke.

Twentieth-century China has undergone profound social, cultural, and political changes that have challenged centuries of Confucian tradition and institutions. The course explores issues such as the critique of this tradition, the influence of Western values, the construction of gender and the relationship between the educated elite and the peasantry. Readings include selections from the late Qing Dynasty to the present, covering the works of the May Fourth Era, the Maoist period, writings from Taiwan and contemporary literature of the PRC. All readings are in English translation.

254c,d. Art and Ideology in Chinese Film. Spring 1999. Mr. Lupke. *(Pending faculty approval.)*

The visual screen image is a powerful device for shaping attitudes and representing vast terrains of knowledge. Through a survey of a broad range of Chinese films, this course investigates the dynamics of representation, nationality, gender, and identity. We explore the tensions between the beauty of cinematography and the politics of ideology, notions of Chinese subjectivity and the tastes of a Western audience, and historical epic and lyrical moments in film. Works may include *Street Angel, Crows and Sparrows, Yellow Earth, To Live,* *Farewell My Concubine, The Blue Kite, Dust in the Wind, City of Sadness, The Terrorizor*, and *A Brighter Summer Day.*

269b,d. Development and Democracy in East Asia. Fall 1998. Mr. Laurence.

Examines political and economic development in modern East Asia, including China, Japan, the two Koreas, and the smaller "tigers" (Taiwan, Malaysia, Singapore, etc.). Analyzes the different pathways to growth, the variety of political systems, the role of a common Confucian heritage, and the relationship between development and democracy. (Same as **Government 269.**)

270c,d. Chinese Thought in the Classical Period. Spring 2000. Mr. Smith.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **History 270**.)

271c,d. The Material Culture of Ancient China. Fall 1999. Mr. Smith.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as **History 271**.)

273c,d. Medieval China and its Buddhist Cultures. Spring 1999. Mr. Smith.

Studies the societies of Tang and Northern Song dynasty China (A.D. 609–1127) through their Buddhist cultural manifestations. Takes a multi-disciplinary approach to issues of government, ethics, magic, popular culture, art, and poetry, focused through China's response to, and transformations of, the Indian religion. (Same as **History 273.**)

274c,d. Chinese Society in the Ch'ing. Spring 2001. Mr. Smith.

An introduction to premodern China, focusing on the first half of the Ch'ing dynasty (1644–1911). Discussion of government, family, poetry, and ideology. Culminates in a day-long simulation of elite society in the eighteenth century. (Same as **History 274**.)

275c,d. Modern China. Fall 2000. Mr. Smith.

An introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as **History 275**.)

276c,d. A History of Tibet. Fall 1998. Mr. Smith.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **History 276.**)

277b,d. Sociology of Perspectives on China. Fall 1998. Ms. Riley.

Examines modern Chinese society using a sociological lens, with emphasis on several key social institutions and their role in the lives of individuals and in the society at large: family, interpersonal networks, and community. A special concern will be the relationship between recent economic, social, and political change in China and changes in these institutions. The course also looks at issues of stratification in modern China, especially those of class and gender and examines the implications of China's move toward a market economy on these areas of social life. (Same as **Sociology 277.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

278c,d. The Foundations of Tokugawa Japan. Fall 2001. Mr. Smith.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as **History 278.**)

[280c,d. Modern Japanese Drama.]

[281b,d. International Relations in East Asia.]

282b,d. Japanese Politics and Society. Fall 1998. Mr. Laurence.

Examines state-society relations in contemporary Japan and explores the nature of Japanese democracy. Topics include: party politics, the power of the bureaucracy, interest group representation, the political role of women, and the media. Special attention will be paid to the political upheavals of the 1990s. Contemporary Japanese films and fiction are selectively used to illustrate the themes of the course. (Same as **Government 232.**)

283c,d. Premodern Japan. Fall 1998. Mr. Conlan.

Examines the major social, political, economic, religious, and institutional transformations in Japanese state and society. Traces the creation of a "classical" state, the development of courtier culture, and devolution of power to the provinces, the outbreak of endemic civil war and the nature of political and economic consolidation in the sixteenth and seventeenth centuries. (Same as **History 283.**)

284c,d. Modern Japan. Spring 1999. Mr. Conlan.

Delineates patterns of governance and life in Tokugawa Japan; the changing nature of Japanese diplomatic relations, eighteenth-century economic advances and cultural flowerings, modernization and political reform, Japanese imperialism and international wars, and the post-war recovery. (Same as **History 284.**)

310c,d. The Art of Zen. Fall 1999. Mr. Olds.

An examination of the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, garden design, and the tea ceremony. (Same as **Art 310.**)

Prerequisite: Permission of the instructor.

[332b,d. Japanese Political Economy.]

336b,d. Foreign Policy in East Asia. Spring 1999. Mr. Laurence.

Examines the foreign policies of Japan, China, and South Korea, focusing on the post-war period. Topics include both security and trade/economic relations within Asia, as well as between countries and the rest of the world. (Same as **Government 336.**)

[343c,d. Buddhism, Culture, and Society in South and Southeast Asia.]

370c,d. Problems in Chinese History. Every fall. Mr. Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **History 370.**)

[380c,d. Problems in South and Southeast Asian Religions and Cultures.]

382c,d. Paradigms and Problems in South Asian Religions. Fall 1998. Mr. Holt.

A close reading and discussion of recently published, well-written, and well-reviewed scholarly monographs that identify new theoretical problems or significantly advance research paradigms on the following topics: women's religious experience in Tantric Buddhism and in contemporary village Hinduism, religio-political identity and communal violence, the rise of Islam in India, and wealth and renunciation. (Same as **Religion 382.**)

291c–299c. Intermediate Independent Study.

401c–404c. Advanced Independent Study and Honors.

LANGUAGE COURSES

Chinese 101c. Beginning Chinese I. Every fall. Mr. Hu.

An introduction to Putonghua (Mandarin) and the written language. Five hours of class per week, plus assigned language laboratory.

Chinese 102c. Beginning Chinese II. Every spring. Mr. Hu.

A continuation of **Chinese 101.**

Chinese 203c. Intermediate Chinese I. Every fall. Mr. Hu.

A continuation of **Chinese 102.** Five hours of class per week, plus assigned language laboratory.

Chinese 204c. Intermediate Chinese II. Every spring. Mr. Hu.

A continuation of **Chinese 203.**

Chinese 307c. Advanced Chinese Reading I. Every fall. Mr. Hu.

Further develops skills in speaking and reading Chinese at a higher level. Original Chinese short stories are used together with movies and audio tapes. Training in translation between Chinese and English.

Prerequisite: **Chinese 204** or permission of the instructor.

Chinese 308c. Advanced Chinese Reading II. Every spring. Mr. Hu.

A continuation of **Chinese 307.** More original Chinese materials from newspapers and magazines are used to further the learning of the language and culture. Training in translation. Diary in Chinese.

Prerequisite: **Chinese 307** or permission of the instructor.

Japanese 101c. Beginning Japanese I. Every fall. Ms. Mori.

An introduction to standard modern Japanese. Five hours per week, plus assigned language laboratory.

Japanese 102c. Beginning Japanese II. Every spring. Ms. Mori.

A continuation of **Japanese 101.**

Japanese 203c. Intermediate Japanese I. Every fall. Ms. Mori.

A continuation of **Japanese 102.** Five hours per week, plus assigned language laboratory.

Japanese 204c. Intermediate Japanese II. Every spring. Ms. Mori.

A continuation of **Japanese 203.**

Japanese 205c. Intermediate Japanese III. Fall 1998. Ms. Mori.

Third year of modern Japanese. Emphasis on reading a variety of materials and improving aural/oral proficiency and writing skills. Three hours per week.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Intermediate Japanese IV. Spring 1999. Ms. Mori.

A continuation of **Japanese 205.**

Japanese 307c, d. Japanese Literature and Rhetoric. Every fall.

Investigates the rhetorical understanding of Japanese thought by analyzing Japanese literature, as well as the cultural situationality of the thought. This course is repeatable for credit as content changes.

Fall 1998. Mr. Nishiuchi. **Medieval Japanese Drama.**

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c,d. Topics in Japanese Aesthetics and Rhetoric. Every spring.

Explores both the rhetorical way of thinking in Japanese by reading Japanese theories and the dialogical encounter between Japanese and Contintental philosophy. This course is repeatable for credit as content changes.

Spring 1999. Mr. Nishiuchi. **The Spatiality of the Medieval Japanese Garden.**

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Administered by the Biochemistry Committee; William L. Steinhart, *Chair*

(See committee list, page 304.)

Professors	*Associate Professor*
John L. Howland	C. Thomas Settlemire
David S. Page	

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 104, Biology (Chemistry) 261, 262; Chemistry 109, 225, 226, 251; Mathematics 161, 171;** and **Physics 103.** Students should complete the required biochemistry core courses by the end of their junior year. Majors must also complete three courses from the following: **Biology 210, 212, 214, 217, 218, 255, 257, 263, 303, 304, 307, 309, 401–404; Chemistry 210, 240, 252, 263, 270, 330, 401–404; Physics 104, 223, 260, 401–404.** Students may include as electives up to two 400-level courses. Because new courses may be added to the curriculum, students should consult with the Biochemistry Committee concerning possible electives not listed here. **Bowdoin College does not offer a minor in biochemistry.**

Those planning to engage in independent study in biochemistry should complete at least one of the following courses: **Biology 212, 218, 263; Chemistry 210, 240, 254, 263.** Students taking independent study courses for the biochemistry major should register for **Biochemistry 401–404.**

Biology

Professors
Patsy S. Dickinson
John L. Howland
Carey R. Phillips, *Chair*
William L. Steinhart
Nathaniel T. Wheelwright
Associate Professors
Amy S. Johnson
C. Thomas Settlemire

Assistant Professors
Barry A. Logan*
Michael F. Palopoli
Visiting Assistant Professors
Olaf Ellers
Deborah B. Landry
Director of Laboratories
Pamela J. Bryer
Laboratory Instructors
Karin Fraser
David A. Guay
Nancy C. Gunnoe
Stephen Hauptman
Cara Hayes

Requirements for the Major in Biology

The major consists of seven courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104,** four core courses, and two other courses within the department, one of which must be at the 250 level or above. Core courses are divided into three groups. One course must taken from each group. The fourth core course may be from any group.

Group 1	*Group 2*	*Group 3*
Genetics and Molecular Biology	Comparative Physiology	Ecology
Microbiology	Plant Physiology	Biology of Marine Organisms
Development	Development	Evolution
Biochemistry I		

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or above). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are one physics course, **Physics 103** (or above), and **Chemistry 225.** Students are advised to complete **Biology 104** and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104,** seven biology courses must still be completed.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 71, 115, and 179.

Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

First-Year Seminar

For a full description of the following first-year seminar, see page 125.

[14a. The Natural History of Maine.]

17a. Biodiversity. Fall 1998. Mr. Ellers.

Introductory, Intermediate, and Advanced Courses

57a. Concepts in Evolution. Fall 1998. Mr. Palopoli.

A study of the theory of evolution, which is arguably the most important organizing principle in all of biology and one of the most scientifically powerful and intellectually stimulating ideas in human history. We explore the world as it is seen through the eyes of an evolutionary biologist. Topics include: evidence for the evolution of life, the theory of natural selection, the genetics of evolutionary change, adaptation and sexual selection, fossils and macroevolution, evolution of proteins and DNA, evolution of humans and their relatives, evolution of sexual reproduction, and the evolution of social behavior.

59a. Bodies in Motion. Fall 1998. Mr. Ellers.

Locomotion of animals, including human walking and running. The course examines locomotory systems at levels from genes to whole animals. Topics include: the role of genes and cells in building, maintaining, and repairing ligaments and bone; the exercise physiology of the heart, circulatory system, nerves, and muscles; and the mechanics of motion of the whole body. Comparisons to locomotion in other animals include bird and insect flight, fish swimming, earthworm burrowing, squid jet-propulsion, and clam surfing.

104a. Introductory Biology. Every semester. Ms. Johnson, Ms. Dickinson, and Mr. Phillips.

Examines fundamental biological principles extending from the subcellular to the ecosystem level of living organisms. Topics include bioenergetics, structure-function relationships, cellular information systems, behavior, ecology, and evolutionary biology. Lecture and weekly laboratory/discussion groups.

121a. Botany. Fall 1999. Mr. Logan.

Broad principles of plant biology, along with the diversity and evolution of plant groups, will be explored through the study of growth, development, and structure of both non-vascular and vascular plants. Examples of current environmental and agricultural issues relating to plant biology will be discussed throughout the course. Laboratory sessions every week. (Same as **Environmental Studies 121.**)

Prerequisite: **Biology 104.**

125a. Comparative Animal Nutrition. Every fall. Mr. Settlemire.

The study of the physiology and biochemistry of nutrition. Includes a focus on how the wide variations in structure and function of the gastrointestinal tract allow utilization of diets of varying composition ranging from nectar (hummingbird) to coarse fibrous plants (elephants, sheep, horses). Also focuses on how the biochemical needs of metabolism are met by different nutrients.

Prerequisite: **Biology 104.**

156a. Marine Ecology. Every fall. Mr. Gilfillan.

The relationships between organisms and their environment are considered in the context of animals and plants living in the sea. The concept of marine communities living in dynamic equilibrium with their physical-chemical environment is introduced, and the influence of human activities on the ecology of marine organisms is explored. (Same as **Environmental Studies 200.**)

Prerequisite: A college-level science course or permission of the instructor.

210a. Plant Physiology. Every spring. Mr. Logan.

The fundamentals of plant physiology, including selected aspects of hormonal and environmental controls over plant growth and development, specialized physiology influenced by environmental stresses, and plant biochemistry related to carbon, nutrient, and water acquisition. The course includes weekly labs emphasizing experimental design and communication of results. (Same as **Environmental Studies 210.**)

Prerequisite: **Biology 104.**

212a. Genetics and Molecular Biology. Every spring. Mr. Steinhart.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and problem-solving sessions are scheduled.

Prerequisite: **Biology 104.**

214a. Comparative Physiology. Every spring. Ms. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104.**

215a. Ecology. Every fall. Mr. Wheelwright.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, succession, energy flow and biogeochemical cycling, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and group research projects emphasize the natural history of local plants and animals and their interactions. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215.**)

Prerequisite: **Biology 104.**

216a. Evolution. Every spring. Mr. Palopoli.

An examination of the theory of evolution by natural selection, the central theory in the study of biology. The course provides a broad overview of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory through the modern synthesis and present-day controversies over how evolution works; the evidence for evolution; evolutionary insights into processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. Laboratory sessions introduce students to artificial election experiments, phylogenetic analysis, and other topics in evolutionary biology.

217a. Developmental Biology. Every fall. Ms. Landry.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 104.**

218a. Microbiology. Every spring. Mr. Settlemire.

An examination of the structure and function of microorganisms, primarily bacteria, with a major emphasis on molecular descriptions. Subjects covered include structure, metabolism, mechanism of action of antibiotics, and basic virology. Lecture and laboratory/discussion sessions.

Prerequisite: **Biology 104** and **Chemistry 225.**

219a. Biology of Marine Organisms. Every fall. Ms. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and group research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219.**)

Prerequisite: **Biology 104.**

252a. Evolution of Marine Invertebrates. Every other spring. Spring 2000. Ms. Johnson.

Principles of evolution are studied through a phylogenetic, functional, and morphological examination of marine invertebrates. Living representatives of all major marine invertebrate phyla are observed. Information from the fossil record is used to elucidate causes and patterns of evolution. Lectures, three hours of laboratory or field work per week, and an individual research project are required.

Prerequisite: **Biology 104.**

253a. Comparative Neurobiology. Every fall. Ms. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 214** (formerly **Biology 114**) or permission of the instructor.

254a. Biomechanics. Spring 1999. Ms. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment.

Prerequisite: **Biology 104.** Introductory physics and calculus are strongly recommended.

255a. Human Genetics. Fall 1998. Mr. Steinhart.

The genetics of humans is examined at all levels, from molecular to population. Topics include the inheritance of mutations, multifactorial traits, phenotypic variation, and sex determination. Discussions focus on case studies, genetic counseling, the impact of biotechnology, technical and ethical aspects of genetic engineering, and theories of human evolution. Includes student-led seminars.

Prerequisite: **Biology 212** (formerly **Biology 112.**)

256a. Cell Biology. Spring 1999. Mr. Howland.

The biology of cells, with focus on regulatory mechanisms. Topics receiving emphasis include growth and the cell cycle, cell movement, cellular communication, regulation of protein synthesis and targeting, and the role of membranes in energy and information transfer. The course stresses the evolution of cellular processes. Lectures and laboratories.

Prerequisite: **Biology 104.**

257a. Immunology. Fall 1998. Mr. Settlemire.

Covers the development of the immune response, the cellular physiology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered. Lecture and laboratory/discussion sessions.

Prerequisite: **Biology 104,** plus one other biology course.

258a. Ornithology. Every other spring. Spring 1999. Mr. Wheelwright.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215** (formerly **Biology 115**) or permission of the instructor.

261a. Biochemistry I. Every fall. Mr. Howland.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Chemistry 261.**)

Prerequisite: **Chemistry 226.**

262a. Biochemistry II. Every spring. Mr. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Chemistry 262.**)

Prerequisite: **Chemistry 226** and **Biology/Chemistry 261.**

263a. Laboratory in Molecular Biology and Biochemistry. Every fall. Mr. Howland.

Lectures and discussions on topics including protein chemistry, membrane biochemistry, and bioenergetics. A major component of the course is a laboratory employing contemporary techniques in biochemistry, including radioisotopes, spectrophotometry, electrophoresis, chromatography and scanning electron microscopy. In the last third of the semester students complete an independent project. This course is a logical precursor to independent study in the areas of molecular biology and biochemistry. (Same as **Chemistry 263.**)

Prerequisite: Two from **Biology 212** (formerly **Biology 112**), **213** (formerly **Biology 113**), **218** (formerly **Biology 118**), **261,** or **262.**

291a–294a. Intermediate Independent Study. The Department.

303a. Virology. Fall 1999. Mr. Steinhart.

A study of plant and animal viruses, beginning with lectures on fundamental virology and followed by student-led seminars based on the primary literature. Covers taxonomy, structure, replication, pathogenesis, epidemiology, and public health aspects of viruses.

Prerequisite: **Biology 212** (formerly **Biology 112**) or permission of instructor.

304a. Topics in Biochemistry. Spring 2000. Mr. Howland.

This seminar focuses on the nature of energy in the biological context. In particular, it considers the ways in which free energy is obtained and transferred in organisms, processes that include photosynthesis, cellular oxidations, and solute transport across membranes. Students will read and discuss original literature and, where appropriate, will employ computer models to study energy coupling.

Prerequisite: One course in either biochemistry or physiology, or permission of the instructor.

307a. Advanced Molecular Genetics. Fall 1998. Mr. Steinhart.

A seminar focusing on the application of the methods of contemporary molecular genetics and biotechnology to fundamental problems of plant and animal biology. Topics include cellular differentiation, hormonal regulation, responses to environmental stress and disease, cell transformation, agricultural and medical applications of genetic engineering, and new approaches in population and human genetics. Reading and discussion of articles from the primary literature.

Prerequisite: **Biology 212** (formerly **Biology 112**).

309a. Biochemical Endocrinology. Fall 1999. Mr. Settlemire.

A study of how the endocrine system is involved in the regulation of processes at the cellular level, with an emphasis on the biochemical mechanisms. Students examine primary literature and prepare a class presentation.

Prerequisite: **Biology/Chemistry 261** or permission of the instructor.

310a. Advanced Developmental Biology. Spring 1999. Ms. Landry.

The study of the principles and processes of embryonic and post-embryonic animal development, stressing mechanisms of cell and tissue interaction and morphogenesis. Students read original journal articles and participate in discussions. Laboratory projects include the use of the scanning electron microscope to study a specific developmental question.

Prerequisite: **Biology 217** (formerly **Biology 117**) or permission of the instructor.

[321a. Advanced Physiology.]

325a. Topics in Neuroscience. Fall 1998. Ms. Dickinson.

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: **Biology 253, Psychology 247,** or permission of the instructor.

[396a. Conservation Biology.]

401a–404a. Advanced Independent Study and Honors. The Department.

Chemistry

Professors
Ronald L. Christensen*
Jeffrey K. Nagle
David S. Page, *Chair*
Adjunct Professor
Edward S. Gilfillan

Associate Professor
Elizabeth A. Stemmler
Assistant Professors
Richard D. Broene†
Ellen E. Burns
Visiting Assistant Professors
Jonathan M. Smith
Caryn K. Prudenté

Director of Laboratories
Judith C. Foster
Laboratory Support Manager
Rene L. Bernier
Laboratory Instructors
Beverly G. DeCoster
Paulette M. Messier
Colleen T. McKenna

Chemistry courses at the 50 level are introductory, do not have prerequisites, and are appropriate for nonmajors. Courses at the 100 level are introductory without formal prerequisites and lead to advanced-level work in the department. Courses 200 through 249 are at the second level of work and generally require only the introductory courses as prerequisites. Courses 250 through 290 are normally taken in the junior year and have two or more courses as prerequisites. Courses 300 through 390 normally are taken in the junior or senior year and have two or more courses as prerequisites.

Requirements for the Major in Chemistry

The required courses are **Chemistry 109, 210, 225, 226, 240, 251, 252, 254,** and any two courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course normally would begin with **Chemistry 109. Chemistry 101** is an introductory course for students with weak backgrounds or no prior experience in chemistry. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **Mathematics 161** and **171.**

Because the department offers programs based on the interests and goals of the student, a prospective major is encouraged to discuss his or her plans with the department as soon as possible. The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in other branches of science, medicine, secondary school teaching, and many fields in the business world. Advanced electives in chemistry (**Chemistry 310** and **340**), along with one additional laboratory course in physics, also allow students to meet the formal requirements of the American Chemical Society–approved chemistry major. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

A student wishing to conduct a laboratory independent study project (**Chemistry 401–404**) must have taken either **Chemistry 254** or **263.**

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, and geology and chemistry. See pages 71 and 163.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100-level.

Introductory, Intermediate, and Advanced Courses

[50a. Topics in Chemistry.]

101a. Introductory Chemistry. Every fall. Mr. Page.

Designed for students who have not completed a rigorous secondary school chemistry course. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week.

109a. General Chemistry. Every fall and spring. The Department.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week.

Prerequisite: One year of high school chemistry or **Chemistry 101 (Chemistry 99** in 1996–97).

210a. Quantitative Analysis. Fall 1998. Ms. Stemmler.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

225a. Organic Chemistry I. Fall 1998. Ms. Burns, Ms. Prudente.

An introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

226a. Organic Chemistry II. Spring 1999. Ms. Burns, Ms. Prudente.

A continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225.**

240a. Inorganic Chemistry. Spring 1999. Mr. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

251a. Physical Chemistry I. Every fall. Mr. Smith.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical kinetics are related to molecular properties by means of the kinetic theory of gases.

Prerequisites: **Chemistry 109, Physics 103,** and **Mathematics 171. Mathematics 181** recommended.

252a. Physical Chemistry II. Every spring. Mr. Smith, Mr. Christensen.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy.

Prerequisite: **Chemistry 251** or permission of the instructor. **Mathematics 181** recommended.

254a. Physical Chemistry Laboratory. Every spring. Mr. Smith, Mr. Christensen.

Experiments in thermodynamics, kinetics, spectroscopy, and quantum chemistry. Modern experimental methods, including digital electronics, computer-based data acquisition, and the use of pulsed and continuous lasers, are used to verify and explore fundamental concepts of physical chemistry. Emphasis on a modular approach to experimental design and the development of scientific writing skills. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 251** and **252** (generally taken concurrently).

261a. Biochemistry I. Every fall. Mr. Howland.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Biology 261.**)

Prerequisite: **Chemistry 226.**

262a. Biochemistry II. Every spring. Mr. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Biology 262.**)

Prerequisite: **Chemistry 226** and **Biology/Chemistry 261.**

263a. Laboratory in Molecular Biology and Biochemistry. Every fall. Mr. Howland.

Lectures and discussions on topics including protein chemistry, membrane biochemistry, and bioenergetics. A major component of the course is a laboratory employing contemporary techniques in biochemistry, including radioisotopes, spectrophotometry, electrophoresis, chromatography and scanning electron microscopy. In the last third of the semester students complete an independent project. This course is a logical precursor to independent study in the areas of molecular biology and biochemistry. (Same as **Biology 263.**)

Prerequisites: Two from **Biology 212** (formerly **Biology 112**), **213** (formerly **Biology 113**), **218** (formerly **Biology 118**), **261,** or **262.**

[270a. Molecular Structure Determination in Organic Chemistry.]

310a. Instrumental Analysis. Spring 1999. Ms. Stemmler.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Signal processing, correlation techniques, and computer interfacing are explored. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 210,** or permission of the instructor.

330a–339a. Advanced Topics in Chemistry.

330a. Bioorganic Chemistry of Enzyme Catalysis. Fall 1998. Mr. Page.

An introduction to structure and mechanism in bioorganic chemistry. Concepts and methods of physical organic chemistry are applied toward understanding the factors that govern the catalysis of reactions by enzymes.

Prerequisites: **Chemistry 226** and **251,** or permission of the instructor.

340a. Advanced Inorganic Chemistry. Fall 1998. Mr. Nagle.

An in-depth coverage of inorganic chemistry. Spectroscopic and mechanistic studies of coordination and organometallic compounds, including applications to bioinorganic chemistry, are emphasized. Symmetry and applications of group theory are included.

Prerequisites: **Chemistry 240** and **252**.

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

For students intending to conduct a laboratory research project, either **Chemistry 254** or **263** is required.

Classics

Professors
John W. Ambrose, Jr.
Barbara Weiden Boyd, *Chair*

Assistant Professors
James A. Higginbotham**
Myles McDonnell
Visiting Assistant Professor
Christina A. Clark

The Department of Classics offers two major programs: one with a focus on language and literature (classics), and one with a focus on classical archaeology (classics/archaeology). Students pursuing either major are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the two major programs: for each, requirements in Greek and/or Latin and in classical archaeology must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of classics courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level; one of the remaining courses should be **Archaeology 101** or **102.** Students concentrating in one of the languages are encouraged to take at least two courses in the other. No more than one classics course numbered in the 50s may be counted toward the major.

Classics/Archaeology

Within the broader context of classical studies, the classics/archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classics/Archaeology

The major in classics/archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101, 102,** and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. No more than one classics course numbered in the 50s may be counted toward the major.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 162.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek:* Five courses in the department, including at least four in the Greek language;
2. *Latin:* Five courses in the department, including at least four in the Latin language;
3. *Classics:* Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205;**
4. *Archaeology:* Six courses in the department, including either **Archaeology 101** or **102,** one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:

a. —*for the Greek studies concentration:*

two courses in the Greek language;
Archaeology 101;
one of the following: **Classics 11** (or any other appropriate first-year seminar), **51,** or **52;** or **Philosophy 111;** or **Government 240;**
and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335; Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.

b. —*for the Roman studies concentration:*

two courses in the Latin language;
Archaeology 102;
one of the following: **Classics 11** (or any other appropriate first-year seminar) or **51;** or **Philosophy 111;** or **Government 240;**
and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students in both major programs can study in the junior year (see page 46). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 1999. Mr. Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art 209.**)

102c. Introduction to Roman Archaeology. Fall 1998. Mr. Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art 210.**)

[201c. The Archaeology of the Hellenistic World.]

204c. Pagans and Christians: Art and Society in Late Antiquity. Spring 2000. Mr. Higginbotham.

Surveys a time of dramatic change during the waning days of imperial Rome. During the period from the second century A.D. to the mid-sixth century, classical civilization was forever transformed. Explores the cultural artifacts of this frequently neglected era, and considers what these remains can tell us about the rise of Christianity, the persistence of pagan cult and ritual, and the political and social changes that led to the creation of a radically different world. (Same as **Classics 204.**)

205c. *Historia Naturalis:* Society and the Environment in the Ancient Mediterranean. Fall 1998. Mr. Higginbotham.

Explores how the ancient Greeks and Romans viewed their natural world and how these perspectives are revealed by the archaeological record. Focuses on ancient resource management as reflected in the practices of agriculture, pisciculture, animal husbandry, mining, and quarrying; how architecture and hydraulic engineering facilitate the access to and the procurement of raw materials; and the resultant consequences for the ancient environment. Drawing on ancient literary testimonia from such writers as Aristotle, Pliny the Elder, Vitruvius, Varro, Columella, and Virgil, the class examines the ancient responses to population pressures and natural disasters, the development of urban planning, contrasts (or conflicts) between the city and countryside, and the creation of artificial landscapes. (Same as **Environmental Studies 205.**)

Prerequisite: One of the following: **Archaeology 101** or **102, Environmental Studies 101, Biology 104, Geology 100** or **101,** or permission of the instructor.

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include: the Greek bronze age; Etruscan art and archaeology; Greek and Roman numismatics; Pompeii and the cities of Vesuvius. The 300-level course scheduled for 1998–99 is:

307c. Homer, Troy, and the Trojan War. Spring 1999. Ms. Clark.

Studies the archaeology, literature, and mythology connected with Troy and the Trojan War. Ancient accounts of the Trojan War are read first, focusing on Homer's epics and also looking at representations of the Trojan War in ancient art. This is followed by the study of the archaeology of the Late Bronze Age Aegean and the sites of Troy, Mycenae, and Pylos from the early excavators such as Schliemann to the current projects. Discusses such questions as : Can literature be used as a guide to archaeology? Can the archaeological record confirm or deny the reality of the Trojan War? (Same as **Classics 307.**)

CLASSICS

Introductory, Intermediate, and Advanced Courses

51c. Classical Mythology. Spring 2000. Ms. Boyd.

Focuses on the mythology of the Greeks and the use of myth in Classical literature. Other topics considered are: recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses.*

[52c. Greek Literature in Translation.]

[203c. Temples, Shrines, and Holy Places of Ancient Greece.]

204c. Pagans and Christians: Art and Society in Late Antiquity. Spring 2000. Mr. Higginbotham.

Surveys a time of dramatic change during the waning days of imperial Rome. During the period from the second century A.D. to the mid-sixth century, classical civilization was forever transformed. Explores the cultural artifacts of this frequently neglected era, and considers what these remains can tell us about the rise of Christianity, the persistence of pagan cult and ritual, and the political and social changes that led to the creation of a radically different world. (Same as **Archaeology 204.**)

211c. Greek History Survey: The Emergence of the Greek City-State. Spring 2000. Mr. McDonnell.

A chronological survey of archaic and classical Greek history and civilization from the traditional foundation of the Olympic games in 776 B.C. to the fall of the Athenian empire in 404 B.C. Three main themes are developed: political theory and practice, warfare, and gender relations in ancient Greece. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions; and relevant archaeological material. Attention is also given to historical methods, particularly textual criticism and the utilization of different, and sometimes conflicting, types of evidence. (Same as **History 201.**)

212c. Conquest, Expansion, and Conflict: The Development of the Roman Empire 264 B.C.E.–14 C.E. Spring 1999. Mr. McDonnell.

Examines Rome's rapid transformation into the leading power in the Mediterranean and the political, social, cultural, and economic changes that this extended period of growth produced in Roman society. Following a general introduction to early Roman history and institutions, this course traces Rome's usurpation of Carthaginian power in the West and conquest of the Hellenistic East, and investigates the forces that led to the fall of the Roman Republic and the rise of the Roman Empire under the guidance of Augustus, Rome's first emperor. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. (Same as **History 202.**)

215c. Classical Culture and the Civilizations of the Ancient Near East. Fall 1998. Mr. McDonnell.

Studies the relationship between the Bronze and Iron Age cultures of the ancient Near East—the civilizations of the Sumerians, Akkadians, Israelites, Assyrians, and Persians that flourished in Mesopotamia (the Tigris and Euphrates valleys), the Fertile Crescent (Syria, Lebanon, Jordan, Israel, and Palestine), and the Nile valley in Egypt from c. 3200 B.C.—and the "Classical" cultures of ancient Greece and Rome. Economic, social, religious, and cultural developments of the various societies are studied, and influences and counter-influences examined. Throughout the course, the continuing relationships among the three major areas—the Near East and Egypt, Greece, and Rome—within the broader context of Mediterranean culture are emphasized in order to provide an inclusive view of what the ancient history of western civilization comprises. (Same as **History 200.**)

[221c. Women in the History and Literature of Classical Antiquity.]

223c. Family and Society in Ancient Rome. Spring 1999. Ms. Boyd.

An exploration of the Roman concept of the family in historical and cultural context. Topics to be covered include the ancient definition of *familia,* and its legal and social implications; marriage and divorce; the ideal of *patria potestas* and real family dynamics; women's roles in the family; slavery and the roles of slaves in the family; the status, treatment, and education of children; household economics; and the Roman house, both urban and rural. Readings will be selected from both primary sources in translation (literary, historical, and documentary) and modern socio-historical studies of the topic. No background in classics is required.

[226c. "Barbarians" in the Ancient World.]

[228c. Ancient Slavery and Modern Ideology.]

307c. Homer, Troy, and the Trojan War. Spring 1999. Ms. Clark.

Studies the archaeology, literature, and mythology connected with Troy and the Trojan War. Ancient accounts of the Trojan War are read first, focusing on Homer's epics and also looking at representations of the Trojan War in ancient art. This is followed by the study of the archaeology of the Late Bronze Age Aegean and the sites of Troy, Mycenae, and Pylos from the early excavators such as Schliemann to the current projects. Discusses such questions as : Can literature be used as a guide to archaeology? Can the archaeological record confirm or deny the reality of the Trojan War? (Same as **Archaeology 307.**)

399c. Senior Seminar for Classics and Classics/Archaeology Majors. Fall 1998. Ms. Boyd and the Department.

The senior seminar brings together students majoring in Classics and Classics/ Archaeology. Its goals are to: unite majors with different concentrations and expertise in an in-depth study of an aspect of classical culture or period in ancient history; ensure students' grasp of the interdisciplinary nature of classical studies; provide an intelligent introduction to major research tools used by scholars focusing on different aspects of the discipline; encourage collaborative work among majors and between students and faculty; and prepare those students who wish to proceed to an honors project for a successful spring semester.

GREEK

101c. Elementary Greek. Every fall. Ms. Clark.

A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of classical Greek.

102c. Elementary Greek. Every spring. Ms. Clark.

A continuation of **Greek 101.** During this term, a work of historical or philosophical prose is read.

203c. Intermediate Greek for Reading. Every fall. Ms. Clark.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c. Homer. Every spring. Mr. McDonnell.

One advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Greek lyric and elegiac poetry; Homer's *Odyssey;* Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level courses scheduled for 1998–99 and 1999–2000 include:

304c. Comedy. Spring 2000. The Department.

305c. Tragedy. Spring 1999. Ms. Clark.

LATIN

101c. Elementary Latin. Every fall. Mr. McDonnell.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin. Every spring. Mr. McDonnell.

A continuation of **Latin 101.** During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Mr. Ambrose.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work and excerpts from Latin poetry. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c. Studies in Latin Literature. Every spring. Ms. Boyd.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History,* or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

205c. Latin Poetry. Fall 1998. Mr. Ambrose.

An introduction to the appreciation and analysis of works by the major Latin poets. Readings include selections from poets such as Catullus, Lucretius, Horace, Virgil, and/or Ovid. Equivalent of **Latin 204** or four years (or more) of high school Latin is required.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses;* Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics;* Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses scheduled for 1998–99 and 1999–2000 include:

301c. The Historians. Fall 1998. Ms. Boyd.

304c. Cicero and Roman Oratory. Fall 1999. The Department.

305c. Virgil. *The Aeneid.* Spring 2000. Ms. Boyd.

391-392c. Special Topics in Latin

392c. Ovid's Roman Calendar: the *Fasti.* Spring 1999. Ms. Boyd.

Independent Study in Greek, Latin, Archaeology, and Classics

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Computer Science

Professor	*Associate Professor*	*Assistant Professor*
Allen B. Tucker, Jr.	David K. Garnick, *Chair*	Eric L. Chown

Requirements for the Major in Computer Science

The major consists of nine computer science courses and two mathematics courses (**Mathematics 161** and **228**), for a total of eleven courses. The computer science courses in the major are the two introductory courses (**Computer Science 101** and **210**), four intermediate "core" courses (**Computer Science 220, 231, 250,** and **289**), and three elective courses (i.e., any computer science courses numbered 300 or above). Depending on individual interests, **Computer Science 291–294** or **401–404** (Independent Study) may be used to fulfill one or two of these elective requirements.

Requirements for the Minor in Computer Science

The minor consists of five courses, **Computer Science 101, 210,** and any three courses numbered 200 or above. **Mathematics 228** can be applied to the minor if **Computer Science 231** is also taken.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 163.

Introductory, Intermediate, and Advanced Courses

101a. Introduction to Computer Science. Every semester. The Department.

An introduction to computer science and problem solving. Students develop interactive programs to create graphics, manipulate text, and perform numerical calculations. The course is open to all students, and does not assume any prior programming experience. Special sections, designated "science emphasis," focus on scientific and mathematical applications; these sections may be of special interest to students looking to complement studies in mathematics and natural and social sciences. All sections provide good preparation for further computer science courses.

210a. Data Structures. Every semester. Fall 1998. Spring 1999. Mr. Chown.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. This course is a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises in C++ provide an opportunity to design and implement these structures.

Prerequisite: **Computer Science 101.**

220a. Computer Organization. Every fall. Fall 1998. Mr. Tucker.

Computer systems are organized as multiple layers. Each layer provides a more sophisticated abstraction than the layer upon which it rests. This course examines system design at the digital logic, machine language, and assembly language layers of computer organization. The goal of the course is to understand how it is possible for hardware to carry out software instructions. Laboratory work familiarizes students with a particular machine through assembly-language programming and the use of logic design techniques to study the behavior of basic machine components.

Prerequisite: **Computer Science 101.**

231a. Algorithms. Every fall. Fall 1998. Mr. Garnick.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Mathematics 231.**)

Prerequisites: **Computer Science 210** and **Mathematics 228,** or permission of the instructor.

250a. Principles of Programming Languages. Every spring. Spring 1999. Mr. Tucker.

Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, "functional" languages (such as LISP) focus attention on the behavioral aspects of the real-world phenomena being modeled; "object-oriented" languages (such as C++, Eiffel, and Java) focus attention on the objects being modeled and the interactions that occur among them. Covers principles of language design and implementation including syntax, semantics, data abstraction, control structures, and compilers.

Prerequisite: **Computer Science 210.**

289a. Theory of Computation. Every spring. Spring 1999. Mr. Chown.

Examines the theoretical principles that determine how much computational power is required to solve particular classes of problems. Topics include regular and context free languages; finite, stack, and tape machines; and solvable versus unsolvable problems. (Same as **Mathematics 289**.)

Prerequisite: **Mathematics 228** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

335a. Parallel Computing. Offered in alternate years. Spring 1999. Mr. Garnick.

Examines ways in which computers and languages can provide services in parallel and coordinate the use of distributed resources. Topics include the design and analysis of parallel algorithms, interconnection networks, language-level primitives for distributed computing, emergent behavior, and parallel algorithms in semi-numerical and scientific applications.

Prerequisites: **Computer Science 231** or permission of the instructor.

340a. Computer Graphics. Offered in alternate years. Spring 2000. Mr. Garnick.

Examines the abstract representation and manipulation of objects in two and three dimensions. The course covers formal and applied methods for treating form, perspective, and color. Students design and implement interactive graphical models.

Prerequisite: **Computer Science 210.**

[350a. Natural Computation.]

370a. Artificial Intelligence. Offered in alternate years. Fall 1998. Mr. Chown.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, and statistical and neural network approaches are applied to problems such as game playing, planning, the understanding of natural language, and computer vision.

Prerequisite: **Computer Science 210** or permission of the instructor.

401a–404a. Advanced Independent Study and Honors. The Department

Economics

Professors	*Associate Professors*	*Assistant Professors*
John M. Fitzgerald	Rachel Ex Connelly†	B. Zorina Khan
A. Myrick Freeman III	Gregory P. DeCoster	Andreas Ortmann
Jonathan P. Goldstein	Deborah S. DeGraff	*Visiting Assistant Professor*
David J. Vail**	C. Michael Jones, *Chair*	D. Andrew Austin

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to study economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to study the application of economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256,** and **257**), two advanced topics courses numbered in the 300s, and two additional courses in economics numbered 200 or above. Because **Economics 101** is a prerequisite for

Economics 102, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255, 256,** and **257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C or better must be earned in a course.

All prospective majors and minors are strongly encouraged to complete **Mathematics 161,** or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316.** The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316.** Students should consult the Economics Department about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 163.

Requirements for the Minor in Economics

The minor consists of **Economics 255** or **256,** and any two additional courses numbered 200 or above.

First-Year Seminar

[18b. Sustainable Development: Environment, Economics, and Society.]

Introductory, Intermediate, and Advanced Courses

101b. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102.**

102b. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101.**

207b. The International Economy. Fall 1999 or Spring 2000. Mr. Jones.

Explores how international trade, and the policies a nation uses to influence its trade, affect welfare at home and abroad. Central topics are classical and modern theories of the gains from trade; the determinants of the trade patterns we observe; the types and impacts of protectionist policies; the role of increased globalization on a nation's competitiveness and its distribution of income; the political economy of protectionism at the national, regional (NAFTA), and international (WTO) levels; and the experience with the use of trade policies to influence development and growth.

Prerequisite: **Economics 101.**

208b. American Economic History. Fall 1998. Ms. Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of U. S. economic growth. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions.

Prerequisites: **Economics 101** and **102.**

209b. Financial Markets. Spring 2000. The Department.

A study of the economics of financial markets. Analytical tools needed to understand the domestic financial markets are developed and applied to current economic events. Topics include the money supply process; portfolio theory and the capital asset pricing model; the function, structure, and operation of debt and equity markets; the efficient markets hypothesis; and financial innovation and regulation.

Prerequisites: **Economics 101** and **102.**

210b. Economics of the Public Sector. Spring 1999. Mr. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have taken **Economics 310.**

Prerequisite: **Economics 101.**

212b. Labor and Human Resource Economics. Fall 1999 or Spring 2000. Ms. Connelly.

A study of labor market structure and its performance, with special emphasis on human resources policies, human capital formation, and models of discrimination in the labor market.

Prerequisite: **Economics 101.**

213b. History of Economic Thought. Spring 1999. Mr. Ortmann.

A presentation of the history of economic doctrines in terms of modern industrial organization theory. Framing the insights of classic economists in this way, the course shows that they had surprisingly modern concerns. Emphasis on Smith, Mill, Marx, a few marginalists and Austrians, the German Historical school, the American institutionalists, and Keynes.

Prerequisite: **Economics 101** and **102,** or permission of the instructor.

216b. Industrial Organization. Fall 1999. The Department.

A study of the organization of for-profit and nonprofit firms, their strategic interactions, and the role of information. Introduces basic game-theoretic concepts, with which many problems of industrial organization can be analyzed.

Prerequisite: **Economics 101** or permission of the instructor.

217b. The Economics of Population. Fall 1999 or Spring 2000. Ms. DeGraff.

A study of the interaction of economic variables and population processes, especially fertility, mortality, and migration. The first half of the course focuses on economic determinants of population dynamics; the second half, on the consequences of population growth for the economy. Analysis of both industrialized and developing countries is incorporated.

Prerequisite: **Economics 101**.

218b. Environmental Economics. Fall 1998. Mr. Vail.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, pollution, and ecosystem services; the role of market and institutional failures in explaining the existence of pollution and ecological degradation; evaluation of alternative pollution control and environmental management strategies; the adequacy of renewable and depletable resource stocks to meet the future demands of the United States and the world. (Same as **Environmental Studies 218.**)

Prerequisite: **Economics 101.**

219b,d. Underdevelopment and Strategies for Development in Poor Countries. Fall 1999 or Spring 2000. Mr. Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include the Third World debt crisis, environmental sustainability, the role of transnational corporations, and relevance of the "East Asian Model." (Same as **Environmental Studies 220.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Marxian Political Economy. Fall 1998. Mr. Goldstein.

An introduction to the philosophical and methodological foundations of Marxian theory and the Marxian analysis of capitalistic economic development. After a brief introduction to the Marxian method, the basic analytical concepts of

Marx's economic theory are developed from a reading of Volume I of *Capital.* Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with emphasis on the secular and cyclical instability of the economy, labor market issues, and appropriate policy prescriptions.

Prerequisite: **Economics 101** and **102.**

227b,d. Human Resources and Economic Development. Spring 2000. Ms. DeGraff.

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout the course. Not open to students who have completed **Economics 319.**

Prerequisite: **Economics 101.**

236b. Economics of Health Care. Fall 1998. Mr. Austin.

Analyzes the U.S. health care system from an economic perspective. The first part of the course analyzes demand and supply for health care services and the economics of health insurance. The second part considers larger policy issues, including an overview of the historical development of the health care industry, trends in health care finance, current policy controversies such as regulation of managed care and reform of Medicare and Medicaid programs, and comparisons with health care systems of other advanced, industrialized countries.

Prerequisite: **Economics 101.**

237b. Economic Analysis of Politics. Fall 1998. Mr. Austin.

An economic analysis of political processes and public decision-making. The course covers normative and positive models of individual and government behavior. The traditional analysis of market failures provides a basis for potentially efficiency-enhancing government interventions. The course develops a similar approach to "political failure," which provides a basis for evaluating the functioning of governments and other public institutions. The course covers theories of voting and elections, principal-agent problems, and institutional design, all with applications to U.S. history and current public policy debates.

Prerequisite: **Economics 101.**

255b. Microeconomics. Fall 1998 and Spring 1999. Mr. Jones.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics. Enrollment limited to 40 students.

Prerequisites: **Economics 101** and **102.** Elementary calculus will be used.

256b. Macroeconomics. Fall 1998 and Spring 1999. Mr. DeCoster.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis. Enrollment limited to 40 students.

Prerequisites: **Economics 101** and **102.** Elementary calculus will be used.

257b. Economic Statistics. Fall 1998. Ms. DeGraff. Spring 1999.
Mr. Goldstein.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed. Enrollment limited to 40 students.

Prerequisites: **Economics 101** and **102.** Elementary calculus will be used.

291b–294b. Intermediate Independent Study. The Department.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Fall 1999 or Spring 2000. Ms. Connelly.

Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization.

Prerequisite: **Economics 255** and **257,** or permission of the instructor.

302b. Business Cycles. Spring 1999. Mr. Goldstein.

A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

308b. Advanced International Trade. Fall 1998. Mr. Jones.

The study of international trade in goods and capital. Theoretical models are developed to explain the pattern of trade and the gains from trade in competitive and imperfectly competitive world markets. This theory is then applied to issues in commercial policy, such as free trade versus protection, regional integration, the GATT and trade liberalization, foreign direct investment, LDC debt, and the changing comparative advantage of the United States.

Prerequisite: **Economics 255** or permission of the instructor.

309b. Financial Economics. Spring 1999. Mr. DeCoster.

Advanced study of financial economics. Topics include portfolio theory and asset pricing models; financial market volatility and the efficient markets hypothesis; options and futures.

Prerequisites: **Economics 255** and **257** and **Mathematics 161,** or permission of the instructor.

310b. Advanced Public Economics. Spring 2000. Mr. Fitzgerald.

A survey of theoretical and empirical evaluations of government activities, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized.

Prerequisites: **Economics 255** and **257**, or permission of the instructor. Not open to those who have taken **Economics 210**.

316b. Econometrics. Fall 1998. Mr. Fitzgerald.

A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macro-economics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required. Enrollment limited to 25 students.

Prerequisites: **Economics 257** or **Mathematics 265,** and **Mathematics 161,** or permission of the instructor.

318b. Environmental and Resource Economics. Spring 2000. Mr. Freeman.

Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; benefit-cost analysis, risk-benefit assessment, and the techniques for measuring benefits and costs of policies.

Prerequisites: **Economics 255** and **257.** Not open to those who have taken **Economics 218.**

319b,d. The Economics of Development. Fall 1999 or Spring 2000. Ms. DeGraff.

Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. The course has a dual focus on modeling household decisions and on the effects of government policy and intervention. Topics include household labor allocation; agriculture production, land use, and land tenure systems; investment in education and human resource development; income inequality; and population dynamics.

Prerequisites: **Economics 255** and **257,** or permission of the instructor.

321b. Ecological Economics and Sustainable Development. Fall 1999 or Spring 2000. Mr. Vail.

Explores an emerging economic sub-discipline, built on the recognition that economies are open sub-systems of ecosystems, subject to natural "laws" and constraints. The first focus is theories and evidence regarding co-evolution of the economy and environment, drawing insights from biophysical and social sciences. The course then traces recent scholarly debates about principles for sustainable economic development and operational guidelines for sustainable resource allocation and ecosystem maintenance.

Prerequisites: **Economics 255** and **257** or equivalent background in empirical methods.

329b. Open Economy Macroeconomics. Fall 1999 or Spring 2000. Mr. Jones.

Investigates how government policies in an open economy can be used to influence employment, inflation, the balance of payments, and economic growth. Central topics are the determinants of the balance of payments, the exchange rate, and international financial flows; the channels of monetary and fiscal policies in an open economy; currencies in crisis; the history of international and regional monetary institutions and exchange rate regimes; international policy coordination; and IMF financial programs in the developing and transition economies.

Prerequisites: **Economics 256** and **Economics 257.**

340b. Law and Economics. Spring 1999. Ms. Khan.

Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. This course explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. The class also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas.

Prerequisite: **Economics 255,** or permission of the instructor.

355b. Topics in Advanced Microeconomic Theory: The Theory and Practice of Games and Decisions. Fall 1998. Mr. Ortmann.

Many problems in business, politics, and everyday life can be framed in simple game-theoretic terms. Introduces the essential ideas of noncooperative game theory. Also introduces the student to the use of experimental methods in economics.

Prerequisite: **Economics 255** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors. The Department.

Education

Associate Professor
T. Penny Martin†
Assistant Professor
Nancy E. Jennings**, *Chair, Fall semester*

Visiting Instructors
Sarah V. Mackenzie, *Chair, Spring semester*
Eric E. Rofes

Lecturer
Kathleen A. O'Connor
Adjunct Lecturer
George Isaacson

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The minor in education consists of four courses. Required are one 100-level course and two from **Education 203, 301**, and **303.** Note that **Psychology 101** is a prerequisite for Education 301, but does not count toward the minor.

Requirements for Certification to Teach in Public Secondary Schools

Because teaching in the public schools requires some form of licensure, the education department provides a sequence of courses which may lead to certification for secondary school teaching. This sequence includes the following:

1. A major in the discipline the student intends to teach, such as Spanish, biology, mathematics, or English. History and government majors are classified as social studies for certification purposes; meeting social studies requirements requires early and careful planning. Public schools rarely offer more than one course in subjects such as sociology, philosophy, anthropology, art history, religion, or economics, so students with interests in those and similar fields should meet with department members as soon as possible to develop a program that will include those interests within a teaching field. While students' programs of study at Bowdoin need not be seriously restricted by plans to teach, majors and minors should be chosen with teaching possibilities in mind.
2. Six courses offered by the Department of Education: **Education 101** or **102**; **Education 203**; and **Education 301, 302, 303,** and **304.**
3. **Psychology 101**.
4. Pre-practicum experience in a classroom.

Because education is not a major at Bowdoin, students interested in teaching as a career must carefully plan the completion of course work for certification.

Ninth Semester Status

Students who have completed all course requirements necessary for secondary teacher certification except for student teaching (**Education 302**) and the student teaching seminar (**Education 304**), and who have graduated from Bowdoin may apply to the Department for special student status to student teach. To apply for this status, students must have graduated within the last two years; have fulfilled all subject area requirements for certification; have taken **Education 101** or **102, 203, 301,** and **303;** and be seen by the Department as prepared to teach. Students will be charged a reduced tuition fee and will be eligible for campus housing if available after regular students have been placed. Students may student teach in either the fall or spring semester. The Department reserves the right to limit participation in this program because of staffing considerations.

Requirements for Teaching in Private Schools

State certification is not usually a requirement for teaching in independent schools. Thus, there is no common specification of what an undergraduate program for future private school teachers should be. In addition to a strong major in a secondary-school teaching field, however, it is recommended that prospective teachers follow a sequence of courses similar to the one leading to public school certification.

There is a further discussion of careers in teaching on pages 44–45.

Introductory, Intermediate, and Advanced Courses

101c. Contemporary American Education. Fall 1998. Ms. Jennings. Spring 1999. Mr. Rofes.

Examines current educational issues in the United States, and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

[102c. History of American Education.]

201c. Schools and Communities. Fall 1998. Mr. Rofes.

A study of the relationships within schools and among schools, parents, and their communities. The course focuses on educational decision-making within local contexts.

[202c. Education and Biography.]

203c. Educating All Children. Fall 1998. Ms. Jennings.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires two hours a week in schools.

Prerequisite: **Education 101** or **102**.

250c. Law and Education. Every other year. Fall 1998. Mr. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. This course analyzes the public policy considerations that underlie court decisions in the field of education, and it considers how those judicial interests may differ from the traditional concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, student discipline, sex discrimination, prayer, religious objections to compulsory education and curriculum materials, race relations, teachers' rights, school financing, bilingual programs, and education of the handicapped.

251c. Teaching Writing: Theory and Practice. Fall 1998. Ms. O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection in previous spring by application to the Writing Project (see page 42).

301c. Teaching. Fall 1998. Mr. Rofes.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires three hours a week in schools.

Prerequisites: Senior standing, one Bowdoin education course, **Psychology 101**, and permission of the instructor.

302c. Student Teaching Practicum. Spring 1999. Ms. Mackenzie.

Because this final course in the student teaching sequence demands a considerable commitment of time and serious responsibilities in a local secondary school classroom, enrollment in the course requires the recommendation of the instructor of **Education 301.** Recommendation is based on performance in **Education 301,** the student's cumulative and overall academic performance at Bowdoin, and the student's good standing in the Bowdoin community. Required of all students who seek secondary public school certification, the course is also open to those with other serious interests in teaching. Grades are awarded on a Credit/Fail basis only. **Education 303 and 304 must be taken concurrently with this course.**

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203** and **301**; **Psychology 101**; pre-practicum experience in a classroom; and permission of the instructor.

303c. Curriculum and Instruction. Spring 1999. Mr. Rofes.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components.

Prerequisite: **Education 301** or permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 1999. Ms. Mackenzie.

This course is designed to accompany **Education 302,** Student Teaching Practicum, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203** and **301**; **Psychology 101**; pre-practicum experience in a classroom; and permission of the instructor.

291c–294c. Intermediate Independent Study.

401c–404c. Advanced Independent Study.

English

Professors
Franklin G. Burroughs, Jr.
Celeste Goodridge
Joseph D. Litvak†
Marilyn Reizbaum†
William C. Watterson

Associate Professors
David Collings, *Chair*
Ann L. Kibbie
Assistant Professors
Peter Coviello
Matthew Greenfield
Elizabeth Muther

Visiting Assistant Professors
Angus B. Cochran
Carol A. N. Martin
Writer-in-Residence
Anthony Walton

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses, three of which must be chosen from offerings in English literature before 1800 (**English 200, 201, 202, 210, 211, 220, 221, 222, 223, 230, 231,** and **250**). Only one of these three courses may be a Shakespeare course. Seven additional units may be selected from the foregoing and/or **English 10–29** (first-year seminars); **61–63** (Creative Writing); **104–107; 240–289; 300–399; 291–292** (independent study); and **401–402** (advanced independent study). Not more than three courses may come from the department's roster of first-year seminars and 100-level courses; not more than one creative writing course will count toward the major. One upper-level course in Film Studies may be counted toward the major. Students who intend to major in English should take a minimum of three courses in the department before declaring the major. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, and other exceptions to the requirements, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Requirements for the Minor in English and American Literature

The minor requires at least five of the above courses.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered 10–19 in the fall; 20–29 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to 16 students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of the following first-year seminars, see pages 125–27.

10c. Artifice. Fall 1998. Mr. Collings.

11c,d. Black and White Counter-Cultures. Fall 1998. Mr. Coviello.
(Same as **Africana Studies 11.**)

12c. Contemporary Lyric. Fall 1998. Ms. Goodridge.

13c. Confessional Narratives. Fall 1998. Mr. Greenfield.

14c. Epics and Mock Epics. Fall 1998. Ms. Kibbie.

15c. Origins of English Drama. Fall 1998. Ms. Martin.

16c. National Identity in British and Irish Twentieth-Century Fiction. Fall 1998. Mr. Cochran.

17c. Brassed Off in Britain: New British Writing Since 1980. Fall 1998. Mr. Cochran.

20c. Going Wild. Spring 1999. Mr. Burroughs.
(Same as **Environmental Studies 20.**)

21c. Contemporary Fiction. Spring 1999. Ms. Goodridge.
(Same as **Women's Studies 23.**)

22c. King Arthur and the Reading of History. Spring 1999. Ms. Martin.

23c,d. Cross-Cultural Readings. Spring 1999. Ms. Muther.
(Same as **Africana Studies 23.**)

24c. Hawthorne. Spring 1999. Mr. Watterson.

Introductory Courses in Literature

104c.–107c. Studies in Genre.

Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. Genres include prose narrative (**English 104**), poetry (**English 105**), drama (**English 106**), and comedy (**English 107**). Specific content and focus of each course will vary with the instructor.

104c. Introduction to the Narrative. Fall 1998. Ms. Martin.

Examines the formal features (plot structures, character development, point of view, closure, genres—epic, romance, novel/short story), theoretical history, cultural and literary functions, and methods of interpretation of narrative, plus conventions and practices of reading and interpretation as gender-related, social, political, and cultural activities. Readings begin with Homer's *Odyssey* (Robert Fagles's translation) but quickly move from a grounding in ancient and medieval literature to more modern forms (novel/short story) and authors, and conclude with contemporary writers (authors may include Daniel Defoe, Nathaniel Hawthorne, Sherwood Anderson, Sigmund Freud, Susan Glaspell, Ralph Ellison, Doris Lessing, Alice Munro, Isak Dinesen, Donald Hall, etc.). Enrollment limited to fifty students.

Spring 1999. Mr. Coviello.

The novel, it has been said, is of all literary forms the great "container." This course examines the ways narrative accommodates variety and plentitude: how it makes room for multiple idioms, styles, and points of view; how it allows different voices to speak in colloquy; how it transforms unjoined fragments into stories. Authors may include James, Freud, Toomer, Woolf, Faulkner, Nabokov, and Pynchon. Enrollment limited to fifty students.

105c. Introduction to Poetry. Fall 1998. Mr. Burroughs.

Emphasis on nineteenth- and twentieth-century lyric. Particular attention to questions of technique, idiom, and voice, and to their relations to evolving conceptions of the poet. Secondary material to consist chiefly of essays by poets about the reading and writing of poetry. Authors will include Wordsworth, Dickinson, Yeats, Bishop, Plath, Heaney, and Walcott. Enrollment limited to fifty students.

Spring 1999. Mr. Collings.

An analysis of lyric poetry as cultural practice, akin to magic, which attempts to make things happen through the force of heightened utterance. Discusses links between meter and forms of action such as music, dance, and ritual; the peculiar logic of metaphor and allusion; and the nature of the community that poetic performance attempts to create. Likely subgenres include the ballad, spiritual, sonnet, epithalamion, holiday poem, satire, elegy, ode, landscape poem, dramatic monologue, blues poem, and confessional lyric. Authors include Sidney, Donne, Herrick, Pope, Burns, Wordsworth, Keats, Browning, Dickinson, Whitman, Hughes, Ginsberg, Plath, and others. Enrollment limited to fifty students.

106c. Introduction to Drama. Spring 2000. Mr. Watterson.

Beginning with a close reading of Aristotle's *Poetics,* this course introduces students to dramatic structure through the history of plot-making. Plays by Sophocles, Shakespeare, Molière, Sheridan, Ibsen, Chekhov, O'Neill, Beckett, and Brecht are also examined in light of the evolution of traditional dramatic genres (tragedy and comedy), innovative modes ("Photogenic Realism," "Epic Theater," "Theater of the Absurd," etc.), and the emergence of psychological approaches to character. In addition to writing critical papers about plays, students have the option to write dialogue and/or dramatic scenes and to present them as live theater in class. Enrollment limited to fifty students.

107c. Introduction to Comedy. Fall 1999. Mr. Litvak.

Emphasizes both the variety of comedy, considering examples from a number of different periods, cultures, and media, and the formal and thematic features that these examples have in common. Beginning by looking at classic theories of comedy (Baudelaire, Meredith, Freud, Bergson, Bakhtin), we proceed to examine comedy in drama (Aristophanes, Shakespeare, Molière, Congreve, Behn, Feydeau, Wilde, Orton, Churchill), in fiction (Rabelais, Austen, Gogol, Kafka, Nathanael West, Murdoch), and in mass culture (Mae West, Jerry Lewis, Richard Pryor, Whoopi Goldberg, "The Simpsons," "Seinfeld," "Ellen"). Issues discussed include: comedy and tragedy; comedy and melodrama; the politics of comedy (comedy as subversion; comedy as social control; comedy in relation to gender, race, class, sexuality, nationality); the psychodynamics of comedy. Students are expected to attend occasional screenings outside of class. Enrollment limited to fifty students.

Courses in Composition and Creative Writing

60c. English Composition. Spring 1999. Mr. Greenfield.

Practice in expository and critical writing, with special attention to the preparation, writing, and analysis of student essays. Focuses on different modes of composition through an examination of essay writing by several authors. Enrollment limited to fifteen students.

Prerequisite: Permission of the instructor.

[61c. Creative Writing: Poetry I.]

62c. Creative Writing: Poetry II. Fall 1998. Mr. Walton.

An advanced workshop in poetry. Its central aim is to bring together undergraduates who give evidence of a serious and sustained interest in poetry. May be taken by students who have taken **English 61,** but is not restricted to those students. Enrollment limited to twelve students.

Prerequisite: Permission of the instructor. Students will be chosen on the basis of a short writing sample to be submitted to the English Department office.

63c. Creative Writing: Narrative. Spring 1999. Mr. Burroughs.

A creative writing course in both fictional and nonfictional narrative. Open to all students; English majors, whose acquaintance with masterpieces may have made them diffident about their own abilities, are especially encouraged to apply.

Prerequisite: Permission of the instructor. Students will be chosen on the basis of a short writing sample (5–15 pages) to be submitted to the English Department office by November 2.

Advanced Courses in English and American Literature

[200c. Old English.]

201c. Chaucer. Every other year. Spring 2000. Mr. Burroughs.

Emphasis on *The Canterbury Tales.*

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

202c. Topics in Middle English Literature. Every other year. Fall 1998. Mr. Burroughs.

Focuses on the tradition of narrative poetry that runs from Virgil to Chaucer. All Middle English works will be read in the original.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

210c. Shakespeare's Comedies and Romances. Every year. Fall 1998. Mr. Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

211c. Shakespeare's Tragedies and Roman Plays. Every year. Fall 1999. Mr. Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

220c. English Literature of the Early Renaissance. Every other year. Fall 1998. Mr. Greenfield.

Examines the spectacular explosion of new kinds of writing during the reign of Elizabeth I. Reading includes lyric poems, epics, prose romances, pamphlets, and plays by authors including More, Wyatt, Surrey, Sidney, Spenser, Marlowe, Nashe, and Shakespeare. One recurrent concern is the attempt to invent a national culture.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

221c. English Literature of the Late Renaissance. Every other year. Spring 2000. Mr. Greenfield.

Poems, essays, plays, and courtly entertainments by authors including Jonson, Donne, Bacon, Herbert, Lanier, Crashaw, Milton, and Marvell. Emphasis on the development of new definitions of the work of the writer.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

222c. Milton. Every other year. Fall 1998. Ms. Kibbie.

A critical study of his chief writings in poetry and prose.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

223c. Renaissance Drama. Every other year. Spring 1999. Mr. Greenfield.

Plays by Kyd, Marlowe, Jonson, Middleton, and Webster. Emphasis on the idea that theatrical role-playing threatens to contaminate both actors and audiences, altering or deforming their identities in unpredictable ways.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

230c. Restoration and Early Eighteenth-Century English Literature. Every other year. Fall 1999. Ms. Kibbie.

An overview of the literature of the Restoration and the early eighteenth century, exclusive of the novel. Authors include Dryden, Behn, Pope, and Swift.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

231c. Late Eighteenth-Century English Literature. Every other year. Spring 2000. Ms. Kibbie.

An overview of the literature of the late eighteenth century, exclusive of the novel. Authors include Boswell, Johnson, Burke, Goldsmith, and Sheridan.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

240c. English Romanticism I: Radical Sensibility. Every other year. Spring 2000. Mr. Collings.

An examination of the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as radical individualism, middle-class feminism, and apocalyptic lyricism, as well as the defense of tradition, the challenge to the idea of progress, and the depiction of revolution as monstrosity. Authors may include Burke, Paine, Blake, Coleridge, Wollstonecraft, Hays, Godwin, Malthus, Wordsworth, Percy Shelley, and Mary Shelley. (Same as **Women's Studies 240.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

241c. English Romanticism II: The Regency. Every other year. Fall 1998. Mr. Collings.

A discussion of literature as a mode of refinement in the era of the Regency and soon after, with an emphasis upon the new authority of the critical reviews, the novel of manners, historical fiction, urbane poetry, and the essay. Discusses literature in the context of middle-class modes of consumption, the emergence of new ideologies of gender and of the liberal subject, and the beginnings of a tradition of working-class protest. Authors may include Bentham, Edgeworth, Cobbett, Austen, Scott, Coleridge, Hazlitt, Keats, Byron, and Clare. (Same as **Women's Studies 241.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

[242c. Victorian Poetry and Prose.]

250c. Topics in the Eighteenth-Century Novel. Every other year. Spring 1999. Ms. Kibbie.

An introduction to English prose fiction of the eighteenth century, through the examination of the specific issue that unites a variety of canonical and non-canonical authors. Authors to be considered may include Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, and Frances Burney. The topic for Spring 1999 will be: The Sentimental Novel.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department. Not open to students who have previously taken **English 250.**

251c. The Culture of Gothic. Every other year. Fall 1999. Mr. Collings.

An investigation of Gothic writing in English in the late eighteenth and early nineteenth centuries, with particular attention to the way in which it revises conventional understandings of genre, psyche, gender, and culture. Authors may include Walpole, Radcliffe, Lewis, Coleridge, Wordsworth, Byron, Maturin, and De Quincey. Not open to students who have taken The British Novel: 1780–1830.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department. Not open to students who have previously taken **English 251.**

252c. The Victorian Novel. Every other year. Spring 2000. Mr. Litvak.

Emphasizes the social and political significance of novels by Emily Brontë, Charlotte Brontë, Charles Dickens, Elizabeth Gaskell, Wilkie Collins, George Eliot, Anthony Trollope, Thomas Hardy, and George Gissing.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

[260c. Twentieth-Century British Poetry.]

261c. Twentieth-Century British Fiction. Every other year. Spring 1999. Mr. Cochran.

Selected texts from the Edwardian era to the present in Great Britain and Ireland. The course explores formal experimentation, national identity, and empire in works by Wells, Conrad, Woolf, Joyce, Greene, Beckett, Rhys, Rushdie, Kelman, and more. Enrollment limited to thirty-five students.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

262c. Modern Drama. Every other year. Spring 1999. Mr. Cochran.

An introduction to theories and forms of drama produced in the last hundred years. Focus is on texts written in English (Wilde, Shaw, Synge, Stoppard, Beckett, Fugard), but also includes discussion of these works in the context of Continental developments in play-writing (Ibsen, Strindberg, Brecht). Enrollment limited to thirty-five students.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

270c. Early American Literature. Fall 1998. Mr. Coviello.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

271c. The American Renaissance. Every other year. Spring 1999. Mr. Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

272c. Topics in Twentieth-Century American Literature. Every other year. Fall 1999. Ms. Goodridge.

Readings in topics and periods of twentieth-century American literature across genres. Topics might include Sensationalism and the Gothic, Representations of "The South," American Modernism, Postmodernism, the 30s, the Cold War, Representations of the City, and the Legacy of Vietnam. The period considered for Fall 1999 is the Cold War: The 50s and 60s. Authors may be chosen from: Nabokov, John Cheever, Salinger, Jane Bowles, Mary McCarthy, Flannery O'Connor, Lowell, Snodgrass, Roethke, Plath, Sexton, Tennessee Williams, Arthur Miller, Ginsberg, James Baldwin, Mailer, Pynchon, Scott Sanders, and Jim Carroll.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

274c. Twentieth-Century American Poetry. Every other year. Spring 1999. Ms. Goodridge.

Authors may include James Wright, Galway Kinnell, Charles Wright, Robert Haas, Louise Glück, Laurie Sheck, Gail Mazur, and Henri Cole.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

275c,d. African American Fiction: Counterhistories. Every year. Fall 1998. Ms. Muther.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Brown, Chesnutt, Harper, Dunbar, Hurston, West, Wright, Petry, Ellison, Morrison, Forrest, Reed, Bambara, Wideman, Walker, and Butler. (Same as **Africana Studies 275.**)

Prerequisite (beginning with the Class of '02): One 100-level English course or first-year seminar in the English department.

276c,d. African American Poetry. Every other year. Spring 1999. Ms. Muther.

African American poetry as countermemory—from Wheatley to the present—with a focus on oral sources and productive communities. Special emphasis on the twentieth century: dialect and masking; the Harlem Renaissance; Brown, Hayden, and Brooks at mid-century; the Black Arts movement; and contemporary voices. (Same as **Africana Studies 276.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

277c. Topics in Nineteenth-Century American Literature. Every other year. Spring 2000. Mr. Coviello.

An investigation of one movement or nexus of ideas in the evolution of American literary endeavor. Among the possible themes are African American narrative; realism, literature of the reconstruction; women's writing; and the development of an American poetic idiom. Readings are likely to include some constellation of the following: James, Gilman, Harper, Booker T. Washington, Norris, Wharton, Robinson, and Du Bois.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

278c. American Non-Fiction Prose. Every other year. Spring 2000. Ms. Goodridge.

Readings in nineteenth- and/or twentieth-century American non-fiction prose. Popular and high culture forms, including the essay, memoir, autobiography, biography, non-fiction novels, letters, personal criticism, and interviews, as well as nature writing, travel writing, sensational writing, true crime writing, and participatory journalism. For Spring 2000, authors may include Emerson, Whitman, Henry James, Nabokov, Burroughs, Scott Sanders, Emily Hiestand, Natalie Kusz, Lucy Grealy, and Mary Karr.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

279c. Making a Literary Landscape. Fall 1999. Mr. Burroughs.

Almost from the beginnings of political nationhood, American literature has sought to establish nature as its foundation-text, an equivalent for the ancient scriptures, epics, and myths of origin that the new country lacked. This course will focus on the tradition of nature writing that descends from Emerson to the present, with a particular emphasis on recent and contemporary practitioners, among whom are Abbey, Dillard, Lopez, and Saner. (Same as **Environmental Studies 279.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

282c. Introduction to Literary and Cultural Theory. Every other year. Fall 1998. Ms. Goodridge.

Applying theoretical approaches to the interpretation of literature, the course considers the theory and practice of deconstruction, feminist, psychoanalytic, and Marxist readings. The influence of gay and lesbian theory, cultural studies, and post-colonial studies on the study of literature and popular culture is also examined. Readings in theory and criticism, as well as works by the following authors: Melville, James, Kafka, Nabokov, Harrison, Karr, Auster, Imbrie, and Roy.

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

[285c,d. Twentieth-Century Anglophone Caribbean Literature.]

[286c,d. The Literature of Black Diaspora.]

[287c,d. Introduction to West African Fiction in English.]

[288c,d. Black Pulp Fiction.]

289c,d. Contemporary African American Cinema. Fall 1998. Mr. Walton.

Considers individually and as a movement the recent burgeoning of films by African American directors. Examines works by Lee, Burnett, Dash, Franklin, and the Hughes Brothers, among others, with particular attention paid to the social, economic, and industrial contexts within which these films are made. Attendance at weekly film screenings is required. (Same as **Africana Studies 289.**)

Prerequisite (beginning with the Class of '02): One 100-level English course or first-year seminar in the English department.

[300c. Literary Theory.]

310c–350c. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

341c,d. African American Women's Literature: Emancipatory Writing. Fall 1998. Ms. Muther.

Explores fiction, poetry, drama, and personal narratives by African American women, focusing on the breaking of silences, on literary revisions—echoes, critiques, and parodies—and on the configuring of alternative traditions. Of special interest: mothers and daughters, the grounds of ritual and the vernacular in black women's writing, and activism and articulations of power. Extensive readings in criticism and theory. (Same as **Africana Studies 341** and **Women's Studies 341.**)

Prerequisite: Permission of the instructor.

342c. Shakespeare's Sonnets. Fall 1998. Mr. Watterson.

Readings in Petrarch, Ronsard, Wyatt, Surrey, Sidney, Daniel, Drayton, and Fulke Greville set the stage for a careful study of Shakespeare's one hundred and fifty-four sonnets in Helen Vendler's 1997 edition and commentary.

Prerequisite: Permission of the instructor.

343c. Thinking Queer. Spring 1999. Mr. Collings.

An interdisciplinary course focusing on several key debates in contemporary gay and lesbian studies, queer theory, and the history of sexuality. Likely topics include: problems in constructing the history of various sexualities; the status of closeted and "out" texts and practices; the relation between analyses of gender, race, class, and sexuality; the place of literary texts or figures in providing models of sexual identity; and the politics of AIDS, cross-dressing, camp, and "queer" identity. Draws upon literary texts, movies, and journalism, as occasion permits. Includes such authors as Bersani, Boswell, Butler, Case, Castle, Chauncey, Edelman, Halperin, Rich, Rubin, Sedgwick, Scott, Sinfield, Smith-Rosenberg, and Tyler. (Same as **Women's Studies 321.**)

Prerequisite: Permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

344c. Money and Literature. Spring 1999. Ms. Kibbie.

Explores the ways in which money figures in a variety of literary texts, including Shakespeare's *The Merchant of Venice,* Defoe's *Moll Flanders* and *Roxana,* Dickens's *Our Mutual Friend,* and Norris's *McTeague.* Also includes readings in philosophy, economics, and literary criticism and theory.

Prerequisite: Permission of the instructor.

345c. Something to Say: Memory and Fictive "Invention" in the Middle Ages and Renaissance. Spring 1999. Ms. Martin.

Studies in the compositional techniques and self-understanding of medieval and Renaissance writers. Trained in the art called "rhetoric," pre-modern writers designed their works to persuade and motivate readers to a particular stance or action, a conscious participation in social and political formation by lodging in readers' or viewers' memories. Where authors came up with their ideas, and how they shaped their fictions to suit their persuasive purposes is the focus of this seminar. We read basic rhetoric texts and Mary Carruthers' *The Book of Memory,* but each participant chooses her or his own literary concentration for research and class presentation. This course satisfies the department's requirement for pre-1800 courses. Enrollment limited to fifteen students.

Prerequisite: Permission of the instructor. Not open to students who have taken **English 334.**

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Environmental Studies

Administered by the Environmental Studies Committee;
David J. Vail, *Chair (fall) and Program Director*
A. Myrick Freeman, *Chair (spring)*
(See committee list, page 304.)

Visiting Assistant Professor	*Lecturer*
Jill Pearlman	Edward S. Gilfillan

Requirements for the Coordinate Major in Environmental Studies (ES)

The major involves the completion of a departmental major and the following seven courses:

Required environmental studies courses:

1. **ES 101, Introduction to Environmental Studies,** preferably taken as a first-year student.

2. Senior seminar: A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two or three areas of the curriculum. **ES 391, 393,** or **394,** preferably taken during the senior year, will meet this requirement.

3. **Five courses approved for environmental studies credit:** These courses are designated "Environmental Studies" or are listed at the end of this section and so designated as satisfying requirements for the coordinate major. The distribution of these five courses is as follows:

a. One course from each of the three curriculum areas: the sciences, social sciences, and arts and humanities.

b. Two elective courses: Students are urged to consider **ES 291–294** and **401–404**, intermediate and advanced independent studies, in consultation with the program.

First-Year Seminar

For a description of the following first-year seminar, see page 127.

[18b. Sustainable Development: Environment, Economics, and Society.]

20c. Going Wild. Spring 1999. Mr. Burroughs.
(Same as **English 20.**)

Introductory, Intermediate, and Advanced Courses

100a. Introduction to Environmental Geology. Every fall. Fall 1998. Mr. Laine.

An introduction to aspects of geology that affect the environment and land use. Topics include floods and surface water quality, groundwater contamination, engineering properties of geological materials, nuclear waste disposal, and coastal erosion. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Geology 100.**)

101. Introduction to Environmental Studies. Every fall. Mr. Freeman, Mr. Wheelwright, and Mr. Simon.

An interdisciplinary introduction to the variety of environmental problems caused by humanity and confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems and potential responses of governments and people, a discussion of the role of problems, and an exploration of why societies often have such difficulty in reaching agreement on effective and equitable policies within existing political and economic institutions. Preference given to first- and second-year students. Required for ES majors.

121a. Botany. Every other fall. Fall 1999. Mr. Logan.

Broad principles of plant biology, along with the diversity and evolution of plant groups, will be explored through the study of growth, development, and structure of both non-vascular and vascular plants. Examples of current environmental and agricultural issues relating to plant biology will be discussed throughout the course. Laboratory sessions every week. (Same as **Biology 121.**)

Prerequisite: **Biology 104.**

[136c. Environmental Analysis: Concepts, Institutions, Values, and Policy.]

200a. Marine Ecology. Every fall. Mr. Gilfillan.

The relationships between organisms and their environment are considered in the context of animals and plants living in the sea. The concept of marine communities living in dynamic equilibrium with their physical-chemical environment is introduced, and the influence of human activities on the ecology of marine organisms is explored. (Same as **Biology 156.**)

Prerequisite: A college-level science course or permission of the instructor.

205c. *Historia Naturalis:* Society and the Environment in the Ancient Mediterranean. Fall 1998. Mr. Higginbotham.

Explores how the ancient Greeks and Romans viewed their natural world and how these perspectives are revealed by the archaeological record. Focuses on ancient resource management as reflected in the practices of agriculture, pisciculture, animal husbandry, mining, and quarrying; how architecture and hydraulic engineering facilitate the access to and the procurement of raw materials; and the resultant consequences for the ancient environment. Drawing on ancient literary testimonia from such writers as Aristotle, Pliny the Elder, Vitruvius, Varro, Columella, and Virgil, the class examines the ancient responses to population pressures and natural disasters, the development of urban planning, contrasts (or conflicts) between the city and countryside, and the creation of artificial landscapes. (Same as **Archaeology 205.**)

Prerequisite: One of the following: **Archaeology 101** or **102, Environmental Studies 101, Biology 104, Geology 100** or **101,** or permission of the instructor.

210a. Plant Physiology. Every spring. Mr. Logan.

The fundamentals of plant physiology, including selected aspects of hormonal and environmental controls over plant growth and development, specialized physiology influenced by environmental stresses, and plant biochemistry related to carbon, nutrient, and water acquisition. The course includes weekly labs emphasizing experimental design and communication of results. (Same as **Biology 210.**)

Prerequisite: **Biology 104.**

215a. Ecology. Every fall. Mr. Wheelwright.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, succession, energy flow and biogeochemical cycling, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and group research projects emphasize the natural history of local plants and animals and their interactions. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215.**)

Prerequisite: **Biology 104.**

216a. Introduction to Quantitative Methods in Environmental Science. Every spring. Mr. Gilfillan.

The object of this course is to introduce the student to the tools used by environmental scientists to gather information about processes occurring in the environment. Students also learn some of the ways that environmental scientists analyze and interpret data that they have gathered. The laboratory portion of the course depends heavily on computerized methods—from spreadsheets, to common analytical procedures, to digital image analysis. The course also introduces students to ways in which environmental scientists obtain data, information, and images from the Internet.

218b. Environmental Economics. Fall 1998. Mr. Vail.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, and pollution; the role of market and institutional failures in explaining the existence of pollution; evaluation of alternative pollution control and environmental management strategies; the adequacy of natural resource stocks to meet the future demands of the United States and the world. (Same as **Economics 218.**)

Prerequisite: **Economics 101.**

219a. Biology of Marine Organisms. Every fall. Ms. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and group research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219.**)

Prerequisite: **Biology 104.**

220b,d. Underdevelopment and Strategies for Development in Poor Countries. Fall 1999 or Spring 2000. Mr. Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include the Third World debt crisis, environmental sustainability, the role of transnational corporations, and relevance of the "East Asian Model." (Same as **Economics 219.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Environmental Sociology. Spring 1999. Mr. Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various envrionmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well asenvironmental movements. (Same as **Sociology 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Spring 2000. Ms. Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, ad the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Sociology 222.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 1999. Ms. Pearlman.

The evolution of the built environment in four European cities from the mid-18th century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—will be considered as determinants of city form. Topics include the shaping of capital cities, housing, parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. Not open to first-year students. (Same as **History 227.**)

240b. Environmental Law. Fall 1999. The Program.

This course examines critically some of the most important American environmental laws and applies them to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies. They are encouraged to examine the effectiveness of current law and consider alternative approaches. Not open to first-year students. Preference given to ES majors.

241b. Principles of Land-Use Planning. Spring 1999. The Program.

Land—how it is used, who controls it, the tension between private and public rights to it—is central to today's environmental debate. Land-use planning is inevitably part of that debate. It is a bridge between the physical environment (the land) and the social, economic, and political forces affecting that environment. The course exposes students to the physical principles of land-use planning and the legal and socioeconomic principles that underlie it. Limited to juniors and seniors. Preference given to ES majors.

247c. Maine: A Community and Environmental History. Spring 1999. Ms. McMahon.

Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **History 247.**)

255b,d. Cultures and Crisis in Tropical Forest Environments. Spring 1999. Ms. Allum. *(Pending faculty approval.)*

An exploration of human adaptation to tropical forest environments in both the past and present. Following an introduction to tropical forests and their indigenous peoples, focuses on processes of change these cultures are undergoing in contact with industrial society. Issues of mineral exploration, land title, logging, the "hamburger connection," and other current concerns are discussed. Cultures in the Americas, Africa, and Asia are covered. (Same as **Anthropology 255.**)

Prerequisite: Previous course in anthropology or sociology.

258c. Environmental Ethics. Spring 2000. Mr. Simon.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. Not open to first-year students. (Same as **Philosophy 258.**)

260a. Oceanograpy and Ocean History. Spring 1999. Spring 2001. Mr. Laine.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series and factor analysis. (Same as **Geology 260.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

263b. International Environmental Policy. Spring 1999. Mr. Springer.

An examination of the political, legal, and instituional dimension of international efforts to protect the environment. Problems to be discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as **Government 263.**)

265a. Environmental Geophysics. Spring 2000. Mr. Laine.

An introduction to geophysical methods. Topics include seismic reflection and refraction, gravity and magnetic modeling, and electrical and thermal prospecting. Specific applications of each of these methods are drawn from the fields of hydrology and environmental geology. (Same as **Geology 265.**)

Prerequisite: **Physics 103,** and one of the following: **Geology 100** or **101,** or **Physics 104.**

270a. Surface Processes and Landforms. Fall 1998. Fall 2000. Mr. Lea.

Survey of the processes that shape the earth's landscapes, including streams, waves, wind, and glaciers. Equilibrium versus non-equilibrium landforms, process rates and sensitivity to change, and influence of climate and tectonism on landforms. Weekly lab emphasizes local field trips. (Same as **Geology 270.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

275a. Hydrogeology. Spring 2000. Spring 2002. Mr. Lea.

The interaction of water and geological materials within the hydrologic cycle, with applications to surface water and groundwater resources and quality. Qualitative and quantitative examination of such topics as precipitation, generation of stream flow, and movement of groundwater in aquifers. (Same as **Geology 275.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

278a. Quaternary Environments. Spring 1999. Spring 2001. Mr. Lea.

The Quaternary period—the last 1.6 million years—has witnessed cyclic glaciation and climatic change and the development of modern landscapes and ecosystems. This course examines methods of climatic reconstruction, the geologic record of Quaternary environmental change, and implications for the earth's future. Topics include Quaternary glacial systems; climatic records of ocean sediments and glacier ice; response of plant and animal communities to environmental change; and theories of climatic change. (Same as **Geology 278.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

279c. Making a Literary Landscape. Fall 1999. Mr. Burroughs.

Almost from the beginnings of political nationhood, American literature has sought to establish nature as its foundation-text, an equivalent for the ancient scriptures, epics, and myths of origin that the new country lacked. This course will focus on the tradition of nature writing that descends from Emerson to the present, with a particular emphasis on recent and contemporary practitioners, among whom are Abbey, Dillard, Lopez, and Saner. (Same as **English 279.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

365c. Picturing Nature. Fall 1998. Ms. Docherty.

An examination of images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and Special Collections. (Same as **Art History 365.**)

Prerequisite: **Art 101** or **Environmental Studies 101,** or permission of the instructor.

[390. Seminar in Environmental Studies. Ecology and Transformation in Contexts of Race, Gender, and the Environment.]

391. Seminar in Environmental Studies: The Gulf of Maine. Spring 1999. Mr. Gilfillan.

A study of the environmental challenges facing the Gulf of Maine and surrounding bioregions, with major emphasis on fisheries. Preference given to junior and senior ES majors.

393c. Nature and Culture in the American Landscape. Fall 1998. Ms. Pearlman.

This seminar focuses on Americans' changing conceptions of nature as they transformed a rural nation into an industrial and largely urban one. Topics of study include the agrarian myth in American history, the opening and building of the American West, and the impact of new technologies and modes of transportation on the landscape. Authors and artists include Thomas Jefferson, Ralph Waldo Emerson, Frederick Law Olmsted, Frederick Jackson Turner, Leo Marx, J. B. Jackson, and William Cronon. Students write a semester-long research paper. Limited to juniors and seniors. (Same as **History 337.**)

394. Seminar in Environmental Studies: Chemicals in the Environment—Risks, Costs, and Policy. Spring 1999. Mr. Freeman.

We release a variety of chemicals into the environment, e.g., pesticides and air and water pollutants. These chemicals can result in risks to human health and to ecosystems. Since limiting or preventing these releases is costly, regulation of releases involves trade-offs. The questions to be addressed include: 1) How to determine the nature and magnitude of these risks? 2) How does our government make these trade-offs today? 3) How should these trade-offs be made? Topics to be covered include: the scientific basis for assessing risks to health and to ecosystems, benefit-cost and risk-benefit analysis, the present legal framework for regulation, and alternative approaches to regulation. Case studies include lead in the environment, PCBs, dioxins, pesticides in food, ozone and particulate matter air pollution, and control of airborne toxic chemicals. Limited to juniors and seniors. Enrollment limited to sixteen students.

[396a. Conservation Biology.]

291–294. Intermediate Independent Study. The Program.

401–404. Advanced Independent Study and Honors. The Program.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the Director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b,d. Introduction to World Prehistory. Every fall. The Department of Sociology and Anthropology.

Humanities

Art 190c. Architectural Design I. Spring 1999. Mr. Glass.

Art 191c. Architecture: Environmental Design. Fall 1998. Mr. Fletcher.

Film Studies

Assistant Professor Tricia Welsch, *Chair*

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

First-Year Seminar

For a description of the following first-year seminar, see page 127.

10c. Cultural Difference and the Crime Film. Fall 1998. Ms. Welsch.

Introductory, Intermediate, and Advanced Courses

101c. Film Narrative. Every other fall. Fall 1998. Ms. Welsch.

An introduction to a variety of methods used to study motion pictures, with consideration given to a variety of types of films from different countries and time periods. Techniques and strategies used to construct films, including: the image, mise-en-scène, editing, sound, and the orchestration of film techniques in larger, formal systems. The second portion of the course builds on this concern with film form by surveying some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c. History of Film, 1895–1940. Fall 1999. Ms. Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c. History of Film, 1940 to the Present. Spring 2000. Ms. Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. This course also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

221c. German Expressionism and Its Legacy. Fall 1999. Ms. Welsch.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Films include *The Golem, The Cabinet of Dr. Caligari, Nosferatu, Metropolis, M, Citizen Kane, The Woman in the Window, The Night of the Hunter, Blade Runner, Rumblefish, Kiss of the Spider Woman,* and *Paperhouse.* Attendance at weekly evening screenings is required.

222c. Images of America in Film. Spring 1999. Ms. Welsch.

Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations; ethnicity and the American Dream; work and money and their role in self-definition; war and nostalgia; and celebrity and the role of Hollywood in the national imagination. Directors may include Coppola, Ford, Malick, Hitchcock, Hawks, Minnelli, Lee, Wyler, Welles, and Altman. Attendance at weekly evening screenings is required.

224c. The Films of Alfred Hitchcock. Spring 2000. Ms. Welsch.

Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition as well as his consistent themes and characterizations. Of particular interest is his adaptation of Daphne DuMaurier's *Rebecca* as a way of exploring the tensions between literary sources and film, and between British and American production contexts. Ends with a brief look at Hitchcock's television career and his influence on recent film. Attendance at weekly evening screenings is required.

310c. Gay and Lesbian Cinema. Spring 1999. Ms. Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office;

coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; and the AIDS imperative. Writing-intensive; mandatory attendance at evening film screenings. (Same as **Women's Studies 310.**)

Prerequisite: One previous film studies course, or permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar will be placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student will have the opportunity to participate during at least one semester of the first year. Registration for the seminars will take place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 1998–99 academic year follows:

Africana Studies 10b,d. Racism. Fall 1998. Mr. Partridge.

(Same as **Sociology 10.**)

Africana Studies 11c,d. Black and White Counter-Cultures. Fall 1998. Mr. Coviello.

(Same as **English 11.**)

Africana Studies 14c. The Making and Remaking of Race in America. Fall 1998. Mr. Ignatiev.

(Same as **History 14.**)

Africana Studies 23c,d. Cross Cultural Readings. Spring 1999. Ms. Muther.

(Same as **English 23.**)

Art 10c. Abstract Art. Fall 1998. Mr. Lutchmansingh.

A historical and theoretical investigation of the nature and development of abstract or nonrepresentational art in the twentieth century in Europe and America. Begins with a study of the major conventions of representation and realism in art, then examines the ways in which they were transformed in the late-nineteenth and early twentieth century, to reach a culminating phase in America in the late forties and early fifties. Among the artists to be studied in some detail are Cézanne, Monet, Kandinsky, Mondrian, Pollock, Rothko, and Frankenthaler. Five papers, several class presentations, a midterm, and a take-home final are scheduled.

Asian Studies 11c, d. The Wars of the Samurai. Fall 1998. Mr. Conlan.

Uses documents, chronicles, arms, and armor, movies, picture scrolls, and skeletal remains in order to reconstruct warrior behavior and the nature of Japanese warfare. The practical aim of this course is to teach one to read and write history. (Same as **History 11.**)

Asian Studies 12c. Religion and Literature in Modern South Asia. Spring 1999. Mr. Holt.

(Same as **Religion 12.**)

Asian Studies 25b,d. State, Family, and Individual in Chinese Society. Fall 1999. Ms. Riley.

(Same as **Sociology 25.**)

Asian Studies 28c,d. Seekers' Lives. Spring 1999. Mr. Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **History 28.**)

Biology 17a. Biodiversity. Fall 1998. Mr. Ellers.

This writing seminar explores the astounding diversity of organismal forms and their varied habitats. We contemplate the value (ecological, aesthetic, and medical) of diversity. We examine the evolution of diversity and consider the factors (biogeographic, climatic, ecological, and environmental) that influence diversity. Current changes in diversity and conservation efforts are considered in light of such information.

English 10c. Artifice. Fall 1998. Mr. Collings.

Examines texts that dispute the privilege usually given to the true, the authentic, and the natural and prefer the deceptive, the masked, and the artificial. Authors may include Shakespeare, Wycherley, Laclos, De Quincey, Doyle, Nietzche, Wilde, Borges, Dick, and Baudrillard.

English 11c,d. Black and White Counter-Cultures. Fall 1998. Mr. Coviello.

An examination of the strategies, postures, and literary forms of the Harlem Renaissance, and of their curious reenactment by the Beat poets and novelists of the 1950s. Of particular concern are questions of mass-cultural appropriation; of the place of sexual sub-cultures; of white commodification; and of the politics of "lifestyle." Authors to be studied include W. E. B. Du Bois, James Weldon Johnson, Jessie Faucet, Langston Hughes, Jack Kerouac, Allen Ginsberg, Amiri Baraka, and Frank O'Hara. (Same as **Africana Studies 11.**)

English 12c. Contemporary Lyric. Fall 1998. Ms. Goodridge.

Authors may include Ted Hughes, Amy Clampitt, Philip Levine, Charles Wright, Robert Haas, Anne Carson, Gail Mazur, Vicki Hearne, Louise Glück, and Marilyn Hacker.

English 13c. Confessional Narratives. Fall 1998. Mr. Greenfield.

Examines the motives, strategies, conventions, and social and institutional contexts of confessional narrative. Readings include fiction by Tolstoy, Dostoevsky, Ford, Coetzee, Ishiguro, and Lorrie Moore; poems by Chaucer, Lowell, and Plath; a psychoanalytic case history (Freud's *Dora*); and the confessions of Augustine, Rousseau, and Bunyan.

English 14c. Epics and Mock Epics. Fall 1998. Ms. Kibbie.

An exploration of the classical heroic tradition, with special emphasis on Homer's *Odyssey;* the influence of this tradition on the epic poems of Spenser and Milton; and its transformation in mock-epic works by Pope, Swift, and others.

English 15c. Origins of English Drama. Fall 1998. Ms. Martin.

Studies the development and character of largely non-Shakespearean English drama, with emphasis on its visual and interactive character. European culture lost contact with the conventions of classical drama performance before the fall of Rome to Germanic tribes; drama was reinvented in ninth-century England and developed a native (comic) tradition before the rediscovery of classical (tragic) traditions in the early Renaissance. The effectiveness of later Renaissance dramatists such as Christopher Marlowe, William Shakespeare, Beaumont, and Fletcher stems to a large extent from their experimental combination of the two traditions. In addition to regular class sessions, attendance at evening viewings of taped performances is required.

English 16c. National Identity in British and Irish Twentieth-Century Fiction. Fall 1998. Mr. Cochran.

A study of nationhood in Britain and Ireland from the Edwardian era to the present. The course examines constructions of national identity, landscape, and cultural stereotypes that form the basis for national culture in our century. Readings include novels by H.G. Wells, James Joyce, Virginia Woolf, Elizabeth Bowen, Stella Gibbons, Graham Swift, and Irvine Welsh.

English 17c. Brassed Off in Britain: New British Writing Since 1980. Fall 1998. Mr. Cochran.

The contributions of Scottish, immigrant, and minority writers since 1980 have dramatically altered the face of English literature. We investigate this transformation and whether there now exists a body of contemporary writing that can be called British postmodernism. Authors include Martin Amis, Salman Rushdie, Emma Tennant, Ian McEwan, Pat Barker, Angela Carter, James Kelman, and Irvine Welsh.

English 20c. Going Wild. Spring 1999. Mr. Burroughs.

The journey into the wilderness, voluntary or involuntary, fictional or nonfictional, is an ancient literary motif. Writers to be considered include Shakespeare, Cooper, Thoreau, Hemingway, Faulkner, and Dillard. (Same as **Environmental Studies 20.**)

English 21c. Contemporary Fiction. Spring 1999. Ms. Goodridge.

Novels and short fiction by Elizabeth Jolley, Alice Munro, Jane McCafferty, Ellen Cooney, Toni Morrison, Florence Ladd, A. J. Verdelle, and others. (Same as **Women's Studies 23.**)

English 22c. King Arthur and the Reading of History. Spring 1999. Ms. Martin.

Studies in the development of Arthurian myth and in elements of good written argument. After a grounding in the origins and detailed comparisons of versions of the Arthurian myth in medieval "histories" and romances, the course investigates cultural translations that transmuted the ostensible "history" of King Arthur into so central a myth in English and American literature and culture. Frequent short writing assignments supply the basis of class discussion, and student research projects provide the basis for excursions into modern British and American Arthuriana.

English 23c. Cross-Cultural Readings. Spring 1999. Ms. Muther.

Fiction, poetry, and personal essays by contemporary African American, Asian American, Latino, and Native American writers. Topics of special interest: community and cultural memory, oral traditions and literary form, comparative liberation movements, gender and "self-making," and perceptions of the environment. Authors such as Morrison, Wideman, Okada, Kingston, Rodriguez, Cisneros, Momaday, and Silko. (Same as **Africana Studies 23.**)

English 24c. Hawthorne. Spring 1999. Mr. Watterson.

Readings include selected short stories, *Fanshawe, The Scarlet Letter, The Blithedale Romance, The House of the Seven Gables, The Marble Faun, Septimus Felton,* and James Mellow's *Nathaniel Hawthorne in His Times.*

Environmental Studies 20c. Going Wild. Spring 1999. Mr. Burroughs.

(Same as **English 20.**)

Film Studies 10c. Cultural Difference and the Crime Film. Fall 1998. Ms. Welsch.

Considers gangster films in depth, exploring how popular narrative film manages the threat posed by the criminal's racial, ethnic, or gender difference. Examines shifts in the genre's popularity and assesses the implications of considering genre entertainment art. Weekly writing, extensive reading, and mandatory attendance at evening film screenings.

Government 103b. The Pursuit of Peace. Fall 1998. Mr. Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

Government 105b. American Politics: Representation, Participation, and Power. Fall 1998. Ms. Martin.

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the President) and political institutions (parties, Congress, the executive branch, the judiciary).

Government 106b. Fundamental Questions: Exercises in Political Theory. Fall 1998. Ms. Yarbrough.

Introduces the fundamental issues of political life: What is justice? What is happiness? Are human beings equal or unequal? What is the relationship between private property and liberty? Private property and justice? Are there moral standards that are prior to law? If so, where do they come from? Nature? History? Readings include works of Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

Government 109b. Athens and Jerusalem: Classical and Biblical Sources of the Western Political Tradition. Fall 1998. Mr. Franco.

Examines the two great traditions of Greek thought and biblical faith that stand at the head of Western civilization, and that disclose fundamentally alternative ways of viewing human nature, morality, and politics. Pays particular attention to the relationship between philosophy, religion, and politics, and to the fundamental contrast between a way of life based on reason and one based on revelation or faith. Readings are drawn from classic literary and philosophical texts, including Homer, Sophocles, Aristophanes, Plato, Aristotle, the Bible (both Hebrew and New Testament), St. Paul, and St. Augustine.

Government 111b. Understanding Maine Politics. Fall 1998. Mr. Potholm.

A look at politics in the State of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree State.

Government 113b. Law, Courts, and Politics. Fall 1998. Mr. Church.

Focuses on the operation of the American legal system, particularly at the level of trial courts. Themes running through the course are the role of lawyers in the system of dispute resolution, the implications of our adversary system on the goal of "equal justice under law," the relationship between the law in books and the law in operation, and the connection of law and courts to the political system. A wide variety of reading material is assigned, including court cases, scholarly books and articles, and journalistic accounts of actual legal cases.

Government 115b. Mass Media. Spring 1999. Mr. Hetherington.

As the electorate's window on public affairs, the mass media play a very important role in American politics. We meet our politicians through the media. We "get to know" them through the media. Since we rarely experience politics directly, the mass media provide us with the bulk of our political information. As a result, many of the characteristics of the contemporary political era are best understood by examining the interplay between the media, the public, and officeholders. We examine the importance of media ownership, the role the media play in opinion formation and elections, and the implications of the media's power.

History 10c. Inquisitors and Dissidents: Repression and Toleration in Early Modern Europe. Fall 1999. Mr. Nyhus.

A study of the experience of Jews and Muslims living under Christian domination and Catholics and Protestant in conflict with each other. The seminar analyzes rationales for cultural domination, as well as the writings of early proponents of toleration of cultural diversity.

History 11c,d. The Wars of the Samurai. Fall 1998. Mr. Conlan.

(Same as **Asian Studies 11.**)

History 12c. Utopia: Intentional Communities in America, 1630–1997. Fall 1999. Ms. McMahon.

An examination of the evolution of utopian visions that begins with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century intentional communities, counter-culture communes, and dystopian separatists. Readings include accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussion and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 13c. The Presidency of Lyndon Johnson: War on Poverty; War in Vietnam. Spring 1999. Mr. Levine.

These are only a few years, but filled with contention at the time and controversy since: major civil rights legislation, but also racial "civil disorder"; the high point of domestic liberalism since the New Deal; the beginnings of modern conservatism; the most contentious war since the Mexican War; a "student movement" like no other in American history. Readings, documentary videos, movies, popular culture, and also a requirement to do deeper research in an area of the student's choice. Closed to those who have taken **History 240.**

History 14c. The Making and Remaking of Race in America. Fall 1998. Mr. Ignatiev.

How various peoples from America, Africa, Europe, and Asia, with different languages and cultures, came to be cast as "red," "black," "yellow," "brown," and "white." The formation of races in the colonial period and their remaking since. Readings from history, literature, and theory. (Same as **Africana Studies 14.**)

History 15c. The Outsider: A History of Otherness in Western Culture. Fall 1998. Mr. Friedland.

Explores how European and American conceptions of "otherness" have changed over the centuries, from the "outcasts" of the early modern world (theatrical actors, Jews and other religious minorities, executioners, prostitutes, beggars, lunatics, and lepers) who were legally and socially excluded from society, to conceptions of "deviance" in our culture (alcoholism, drug addiction, sexual deviance, criminality, and insanity).

History 16c. American Jewish Life. Spring 1999. Ms. Tananbaum.

An examination of American Jews and the varieties of Jewish life and practice. The course will be interdisciplinary in approach and draw on material from history, sociology, literature, and film. Seminar emphasizes writing, critical analysis, and class participation. Topics for consideration include settlement, perception of Jews, Jewish identity, intermarriage, black-Jewish relations, and assimilation versus ethnic/religious persistence.

History 17c,d. Indians and the Nation-State in Latin America. Fall 1998. Mr. Garfield.

Examines the ways in which government officials, elites, missionaries, and intellectuals have constructed images of indigenous peoples and have formulated policies for their integration. Furthermore, the course looks at how indigenous people have engaged government policy.

History 18c. World War I in Modern Memory. Fall 1999. Ms. Herrlinger.

Examines the experience of the First World War in Europe as a major turning point in the history of alleged nineteenth-century notions of "progress" as an influence on the way in which Europeans understood and sought to change their world in the post-war period. Students are expected to prepare oral reports and papers based primarily on analysis of primary source materials.

History 19c. Military History in Film. Spring 2000. Mr. Rael.

Explores the development of warfare from the late medieval era to the present. We explore the emergence of the nation-state, professional armies, colonial conflicts, industrial technology, nuclear, and the post-Cold War era. Throughout, our emphasis is on reading film as history, and on learning to write solid argumentative historical essays. Films include *Henry V, Zulu, Gallipoli,* and *Dr. Strangelove.* Students should expect to view many films outside of class time.

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 1998. Ms. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **Women's Studies 20.**)

History 21c. Rethinking the 1960s: Protest, Populism, and Polarization. Fall 1998. Mr. Lassiter.

Explores the hotly contested terrain of America's recent past, from the Kennedy years through Watergate. Emphasis on the intersection of national politics, cultural changes, and local grassroots movements from the Right and Left. Topics include the Cuban Missile Crisis, Civil Rights and Black Power, the War on Poverty, the Mass Media, Vietnam and the Student Left, the Feminist Movement, Conservatism and the Religious Right, and the Urban Crisis.

History 28c,d. Seekers' Lives. Spring 1999. Mr. Smith.

(Same as **Asian Studies 28.**)

Music 10c. American Song. Spring 1999. Mr. McCalla.

An exploration of American songs and singing in the twentieth century. The course includes folk songs, classical (or "art") songs, standards from musicals and other sources, pop and rock songs, and "cross-over" songs of the past few decades. We consider not just the songs themselves, but questions of social context, musical and social purpose, race, use of technology, and other issues. No previous formal study of music required.

Philosophy 11c. Free Will. Spring 1999. Mr. Corish. Fall 1999. Mr. Stuart.

Are our actions free, or at least partly free; or are they wholly caused, or determined, in some sense that makes the notion of freedom inappropriate in descriptions of actions? Are we really responsible agents, as our tradition tells us we are? Readings in contemporary and older materials are used as the basis for the seminar discussions.

Philosophy 19c. Hellenistic Philosophy. Fall 1998. Mr. Stuart.

The Hellenistic era spans the three centuries following Aristotle's death. In this era, three major schools—Stoicism, Epicurianism, and Skepticism—each aim at developing a philosophical system that will provide guidance in a complicated, frightening world. The results are of enduring interest because the world remains a complicated and frightening place.

Religion 12c. Religion and Literature in Modern South Asia. Spring 1999. Mr. Holt.

An introduction to aspects of the religious culture of India and how this culture has been represented, imagined, and interpreted by modern European, American, and Indian writers of fiction including Forster, Hesse, Updike, Rushdie, Naipaul, Narayan, and others. (Same as **Asian Studies 12.**)

Religion 15c. Feminist Studies in Religion. Fall 1998. Ms. Pritchard.

An introduction to the authors and the practical and theoretical issues that have framed the ongoing discussions of feminist studies in religion. Of particular interest is the way in which notions of divinity, salvation, and community intersect with contested theoretical categories such as experience, subjectivity, authority, power, identity, and difference. Students gain a sense of the variety and struggle of feminist scholars in religion, as well as a deepened appreciation of their aims and their impact upon the field. Moreover, an examination of feminist scholarship in religion provides students with the opportunity to analyze the transformation and stabilization of religious "traditions." This course does not presuppose prior work in feminist studies or religion. (Same as **Women's Studies 14.**).

Russian 20c. The Great Soviet Experiment through Film. Every other fall. Fall 1999. Ms. Knox-Voina.

An interdisciplinary introduction to Russian culture during the "Great Soviet Experiment." Major Soviet filmmakers from the 1920s to the 1990s and their contributions to the history of cinematography are discussed. Themes include the role of film in building a Soviet utopia based on science and technology and in creating "new Soviet women and men." Film is examined as a propaganda tool used to educate illiterate elements of society, particularly women, to transform them into progressive workers or professionals, and later to deconstruct certain Soviet myths after Stalin's death. Several literary works are read, including Alexandra Kollontai's *Love of Worker Bees,* Evgenii Zamyatin's *We*, and short stories of Alexander Solzhenitsyn and Tatiana Tolstaya. Weekly viewings of slides and Russian films. A writing-intensive course. No knowledge of Russian required. (Same as **Women's Studies 21.**)

Sociology 10b,d. Racism. Fall 1998. Mr. Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

Sociology 15b. Juggling Gender. Spring 2001. Ms. Cohn.

Considers how individuals negotiate between socially constructed gender ideals and their personal identities. Topics include the conceptualization of gender, messages about gender in popular culture, how women and men juggle work and family life, and how sexual feelings and identities relate to the negotiation of gender. Course activities include reading monographs, viewing films, and analyzing works from popular culture.

(Same as **Women's Studies 15.**)

Sociology 16b. Sociology of Gender and the Military. Spring 2000. Ms. Cohn.

An introduction to the nature of the military as an institution, and the complex ways in which gender has been central to its functioning. Considers the multiple ideals of masculinity constructed and mobilized in the military, and the complex interaction between the changing conceptions of gender that have arisen from recent social movements. Emphasizes contemporary debates on women in combat and gays and lesbians in the military. (Same as **Women's Studies 16**.)

Note: This course is offered as part of the curriculum in gay and lesbian studies.

Sociology 25b,d. State, Family, and Individual in Chinese Society. Fall 1999. Ms. Riley.

This course examines the way that the institutions of state, family, and individual shape life in China today. How do the goals of these different institutions and perspectives coincide or differ and how are any tensions resolved? In a society with such a strong state, what strategies do individuals use to negotiate their goals? What role does the family play in this mix, in both the state's plans and in the lives of women and men? And how has the balance among state, family, and individual changed in recent years, as China moves toward a market economy? Uses literature and film to supplement accounts from the social sciences. (Same as **Asian Studies 25.**)

Women's Studies 14c. Feminist Studies in Religion. Fall 1998. Ms. Pritchard.

(Same as **Religion 15.**)

Women's Studies 15b. Juggling Gender. Spring 2001. Ms. Cohn.

(Same as **Sociology 15.**)

Women's Studies 16b. Sociology of Gender and the Military. Spring 2000. Ms. Cohn.

(Same as **Sociology 16**.)

Note: This course is offered as part of the curriculum in gay and lesbian studies.

Women's Studies 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 1998. Ms. Tananbaum.

(Same as **History 20.**)

Women's Studies 21c. The Great Soviet Experiment through Film. Every other fall. Fall 1998. Ms. Knox-Voina.

(Same as **Russian 20.**)

Women's Studies 23c. Contemporary Fiction. Spring 1999. Ms. Goodridge.

(Same as **English 21.**)

Geology

Professor	*Associate Professors*	*Assistant Professor*
Arthur M. Hussey II	Edward P. Laine	Rachel J. Beane
	Peter D. Lea, *Chair*	

Requirements for the Major in Geology

The major consists of nine courses, including: **Geology 101, 200,** and **202.** The remaining six courses may include: a) either **Geology 99** or **100** (not both); b) up to two non-introductory science/math/anthropology courses listed as approved by the Geology Department, and/or c) other 200-level geology courses (**Geology 220, 241, 250, 260, 262, 265, 270, 275,** and **278**).

Note that independent study does not normally count toward the Geology major. Geology majors are also advised that most graduate schools in the earth sciences require **Chemistry 109, Physics 103,** and **Mathematics 171.**

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 163.

Requirements for the Minor in Geology

The minor consists of four courses in Geology, at least two chosen from **Geology 200, 202, 220, 241, 250, 260, 262, 265, 270, 275,** and **278.**

Introductory, Intermediate, and Advanced Courses

99a. The Fossil Record. Every fall. Fall 1998. Mr. Lea.

Interpretation of global change and the evolution of life from the geologic record. Case studies include the Cambrian "explosion" of multi-cellular life, the evolution and extinction of dinosaurs, the fossil record of early humans, and the vanished megafauna (mammoth, bison, horse) of the Bering Land Bridge.

100a. Introduction to Environmental Geology. Every fall. Fall 1998. Mr. Laine.

An introduction to aspects of geology that affect the environment and land use. Topics include floods and surface-water quality, groundwater contamination, engineering properties of geological materials, nuclear waste disposal, and coastal erosion. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Environmental Studies 100.**)

101a. Introduction to Physical Geology. Every spring. Spring 1999. Ms. Beane.

The composition and structure of the earth and the processes that shape the surface of the earth. Field trips and laboratory studies include the recognition of common rocks and minerals, the interpretation and use of topographic and geologic maps, and dynamics of processes that shape our landscape. No previous experience in science courses is assumed.

200a. Geological Field Methods. Every fall. Fall 1998. The Department.

An introduction to geological field techniques, designed to teach students how to solve geological problems by collecting and analyzing data in the local field environment. Topics include geological mapping, sub-bottom profiling of local bays or lakes, and investigation of the relationship between landforms and surface processes. Includes several weekend field trips.

Prerequisite: **Geology 99, 100,** or **101,** or permission of the department.

202a. Mineralogy. Every spring. Spring 1999. Mr. Hussey.

Elementary crystallography, crystal chemistry, structure, and optical properties of minerals; mineral associations and genesis. Laboratory exercises emphasize hand-specimen identification of major rock-forming minerals and ore minerals, and the use of the petrographic microscope for examination and identification of minerals in thin section and oil immersions. Three hours of lecture and one three-hour lab per week.

Prerequisite: **Geology 101** or permission of the instructor.

220a. Sedimentary Geology. Fall 1999. Fall 2001. Mr. Lea.

Survey of earth's depositional systems, both continental and marine, with emphasis on dynamics of sediment transport and interpretation of depositional environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and tectonic and sea-level controls on large-scale depositional patterns. Weekly lab includes local field trips.

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

241a. Structural Geology. Fall 1998. Fall 2000. Ms. Beane.

The primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work includes strain analysis, field techniques, structural interpretation of geologic maps, construction of cross sections, and the use of stereographic projections and orthographic constructions in the solution of structural problems and data presentation. Frequent field trips during lab periods and weekends.

Prerequisite: **Geology 101** or permission of the instructor.

250a. Marine Geology and Tectonics. Every spring. Spring 1999. Mr. Laine.

The geological and geophysical bases of the plate tectonics model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

260a. Oceanography and Ocean History. Spring 1999. Spring 2001. Mr. Laine.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series and factor analysis. (Same as **Environmental Studies 260.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

262a. Igneous and Metamorphic Petrology. Fall 1999. Fall 2001. Ms. Beane.

The classification, description, and genesis of igneous and metamorphic rocks. Laboratory work is devoted to the identification of rocks in hand specimen and examination of thin sections with the use of the polarizing microscope.

Prerequisite: **Geology 202.**

265a. Environmental Geophysics. Spring 2000. Mr. Laine.

An introduction to geophysical methods. Topics include seismic reflection and refraction, gravity and magnetic modeling, and electrical and thermal prospecting. Specific applications of each of these methods are drawn from the fields of hydrology and environmental geology. (Same as **Environmental Studies 265.**)

Prerequisite: **Physics 103** and one of the following—**Geology 100** or **101,** or **Physics 104.**

270a. Surface Processes and Landforms. Fall 1998. Fall 2000. Mr. Lea.

Survey of the processes that shape the earth's landscapes, including streams, waves, wind, and glaciers. Equilibrium versus non-equilibrium landforms, process rates and sensitivity to change, and influence of climate and tectonism on landforms. Weekly lab emphasizes local field trips. (Same as **Environmental Studies 270.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

275a. Hydrogeology. Spring 2000. Spring 2002. Mr. Lea.

The interaction of water and geological materials within the hydrologic cycle, with applications to surface water and groundwater resources and quality. Qualitative and quantitative examination of such topics as precipitation, generation of stream flow, and movement of groundwater in aquifers. (Same as **Environmental Studies 275.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

278a. Quaternary Environments. Spring 1999. Spring 2001. Mr. Lea.

The Quaternary period—the last 1.6 million years—has witnessed cyclic glaciation and climatic change and the development of modern landscapes and ecosystems. This course examines methods of climatic reconstruction, the geologic record of Quaternary environmental change, and implications for the earth's future. Topics include Quaternary glacial systems; climatic records of ocean sediments and glacier ice; response of plant and animal communities to environmental change; and theories of climatic change. (Same as **Environmental Studies 278.**)

Prerequisite: **Geology 99, 100,** or **101,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

German

Professors	*Visiting Assistant Professor*	*Teaching Fellow*
Helen L. Cafferty, *Chair*	Christine Haase	Eric Müller
Steven R. Cerf†		
James L. Hodge		

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **51, 52** and the others from **205–402.** Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

Courses Taught in English

51c. German Literature and Culture in English Translation. Every year. Enrollment limited to fifty students. This course may be repeated for credit with the contents changed.

Fall 1998. Ms. Haase. **Pop-Culture Wars at the Movies: Germany and the United States.**

An investigation of the influence between German and U.S.-American (pop) cultures by way of the movies. Inquiry into the relationship between the filmmaking of the two nations through an examination of sound films from the 1930s to the 1990s. An exploration of the patterns of domination and subordination, of influence, interaction, and transcendence. By analyzing examples from the closely intertwined film cultures of Germany and the United States, ranging from Fritz Lang, Douglas Sirk, and Billy Wilder to R. W. Fassbinder, Wolfgang

Petersen *(Das Boot, Airforce One)* and Roland Emmerich *(Independence Day)*, this course raises larger questions about "cultural imperialism" and the relationship between margin and mainstream, the culturally dominating and the dominated.

52c. Myth and Heroic Epic of Europe. Spring 1999. Mr. Hodge.

Myths, legends, sagas, and other folk literature of the Germanic, Celtic, Slavic, and Finno-Ugric traditions, e.g., the prose and poetic Eddas, Song of the Volsungs, Beowulf, Lay of the Nibelungs, the Mabinogion, the Cycle of Finn, the Cycle of Ulster, Marko the Prince, and the Kalevala. Where possible and desirable, comparisons may be drawn with other mythologies; mythological and legendary material may be supplemented by relevant folkloric, Arthurian, and semihistorical literature.

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 1998. Ms. Cafferty.

German 101 is the first language course in German and is open to all students without prerequisite. Three hours per week. Emphasis on four skills: speaking and understanding, reading, and writing. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 1999. Mr. Hodge.

Continuation of **German 101.** Equivalent of German 101 is required.

203c. Intermediate German I. Every fall. Fall 1998. Mr. Hodge.

Three hours per week of reading, speaking, composition, and review of grammar. One hour of conversation and practice with teaching assistant. Language laboratory also available. Equivalent of German 102 is required.

204c. Intermediate German II. Every spring. Spring 1998. Ms. Haase.

Continuation of **German 203.** Equivalent of German 203 is required.

205c. Advanced German. Every year. Fall 1998. Ms. Haase.

Designed to introduce aspects of German culture while increasing oral fluency, writing skills, and comprehension. Equivalent of German 204 is required. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

Literature and Culture Courses

All courses require the equivalent of **German 204.**

308c. Introduction to German Literature. Every year. Spring 1999. Ms. Cafferty.

Introduction to the critical reading of texts by genre: e.g., prose fiction, expository prose, lyric poetry, drama, opera, film, etc. Develops students' sensitivity to generic structures and techniques and introduces terminology for describing and analyzing texts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c. German Classicism. Fall 1999. The Department.

The youthful revolt of Storm and Stress against the Age of Reason. The maturing of Goethe and Schiller into major exponents of German literary Idealism. Related philosophical, musical, and other figures.

314c. German Romanticism. Spring 2000. The Department.

The origins of the Romantic movement and its impact. Its literary philosophy and preferred genres. Cultural background and the arts. Representative authors and texts.

315c. German Realism. Fall 1998. Mr. Hodge.

Texts from Germany, Austria, and Switzerland. Representative authors such as Büchner, Heine, and Hauptmann. Nineteenth-century cultural background and the arts.

316c. German Modernism. Spring 1999. Ms. Cafferty.

Texts from Germany, Austria, and Switzerland. Representative authors such as Kafka, Mann, and Brecht. Twentieth-century cultural background and the arts.

317c. German Literature since 1945. Fall 1999. Ms. Cafferty.

Texts from Germany, Austria, and Switzerland. Minority authors writing in German. Post-WWII themes such as national identity and "coming to terms with the past." Cultural background and the arts. Representative authors such as Grass, Böll, and Wolf.

319c. The Short Prose Form. Fall 1999. The Department.

The German *Novelle* from its origins to the present. Theory of the *Novelle* and cultural background. Representative authors and texts from Germany, Austria, and Switzerland.

398c. Seminar in Aspects of German Literature and Culture. Every spring. The Department.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and historical periods. This course may be repeated for credit with the contents changed.

Laughter as a Means of Resistance. Spring 1999. Ms. Haase.

An examination of the relationship between laughter and power, and how the phenomenon of laughter can act as a means of resistance in the face of intellectual, social, and political adversity. Analysis of literary works (Bücher, Heine, Nietzche, Dürrenmatt, Freud, et al.) and select films (e.g., *To Be or Not To Be* by Lubitsch, *M*A*S*H* by Altman). The course investigates how laughter works within texts as well as in terms of reader/viewer response, and how its appearance affects the discourses in which it is embedded.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Government and Legal Studies

Professors
Charles R. Beitz
Richard E. Morgan
Christian P. Potholm
Allen L. Springer
Jean M. Yarbrough
Associate Professors
Paul N. Franco
Janet M. Martin
Marcia A. Weigle, *Chair*

Joint Appointment with Asian Studies
Assistant Professor
Henry C. W. Laurence
Assistant Professor
Mark J. Hetherington
Visiting Assistant Professor
Daniel Lieberfeld
Adjunct Professor
Thomas W. Church

Senior Lecturer
Kent John Chabotar
Adjunct Lecturer
Richard A. Wiley

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 105, 111, 112, 113, 115, 150, 201, 202, 203, 204, 205, 206, 209, 210–211, 255, 301, 302, 304,** and **305;**

Comparative politics: **Government 102, 104, 120, 223, 224, 225, 226, 228, 230, 232, 233, 235, 285, 320, 330,** and **332;**

Political theory: **Government 106, 107, 108, 109, 240, 241, 244, 245, 246, 250, 341, 344, 345**, and **346;** and

International relations: **Government 103, 110, 160, 260, 261, 263, 265, 267, 269, 270, 275, 286, 287, 361,** and **365.**

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than one taken at Level A, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course are taken.

2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only one Level A course counts toward the major.

3. **Government 215** and **370,** and **Environmental Studies 240,** while not fulfulling the requirement for any of the four fields of concentration, can be counted toward the major in the "other" category, on a case by case basis.

4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.

5. To fullfill the major/minor requirements, a grade of C or better must be earned in a course.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. Only one Level A course may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to 16 students in each seminar. First-year students are given first priority; sophomores are given second priority. If there are any remaining places, juniors and seniors may be admitted with the permission of the instructor. For a description of the following introductory seminars, see First-Year Seminars, pages 127–28.

103b. The Pursuit of Peace. Fall 1998. Mr. Springer.

105b. American Politics: Representation, Participation, and Power. Fall 1998. Ms. Martin.

106b. Fundamental Questions: Exercises in Political Theory. Fall 1998. Ms. Yarbrough.

[107b. Democracy and the Good Life.]

[108b. Liberty Ancient and Modern.]

109b. Athens and Jerusalem: Classical and Biblical Sources of the Western Political Tradition. Fall 1998. Mr. Franco.

111b. Understanding Maine Politics. Fall 1998. Mr. Potholm.

113b. Laws, Courts, and Politics. Fall 1998. Mr. Church.

115b. Mass Media. Spring 1999. Mr. Hetherington.

Introductory Lectures

120b. Introduction to Comparative Politics. Every spring. Spring 1999. Ms. Weigle.

A rigorous introduction to comparative politics through an examination of state/society relations, political linkages (parties, interest groups, social movements), social stratification, and political culture. We apply theories of comparative politics to stable countries in Europe, Asia, and Latin America, and to countries undergoing sociopolitical transition—Brazil in 1985, East Germany in 1990, and South Africa in 1994. The course is designed to develop skills in comparative political analysis. Recommended for first-year students and sophomores, especially those planning to take upper-level comparative politics courses. Enrollment is limited to fifty students.

150b. Introduction to American Government. Fall 1998. Mr. Morgan.

Traces the development of constitutional government in America with special reference to the tensions between the key principles of liberty, equality, and self government. The emphasis will be on how, both yesterday and today, Americans convert their political conflicts into conflicts over constitutional forms, and seek to force institutional change. The course moves from a consideration of American "first principles" to a consideration of the divisive political issues of our time in light of these principles. Enrollment is limited to fifty students.

160b. Introduction to International Relations. Spring 1999. Mr. Lieberfeld.

Recommended for first-year and sophomore students intending to take upper-level international relations courses. Introduces core concepts and paradigms in the study of war and peace, diplomacy, and foreign policy. Considers processes of international negotiation and conflict resolution, efforts to achieve security through international organizations and alliances, international ethics, and the political effects of global economic relations. Enrollment is limited to fifty students.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions to determine whether previous background or sophomore, junior, or senior standing is necessary. Enrollment is limited to fifty students in each course, unless otherwise noted.

201b. Law and Society. Spring 1999. Mr. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

Prerequisite: Junior standing, or permission of the instructor.

202b. The American Presidency. Spring 1999. Ms. Martin.

An examination of the presidency in the American political system, including presidential selection, advisory systems, the institutionalized presidency, relations with Congress and the courts, problems and techniques of presidential decision-making. No first-year students.

203b. American Political Parties. Fall 1998. Mr. Hetherington.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, we will discuss the role of political parties in the evolution of American politics. We give special attention to the present political context, which has been characterized by the relative absence of mass party identification and a radically different role for party organizations. Of particular import will be the reasons for and implications of party decline.

204b. Congress and the Policy Process. Fall 1998. Ms. Martin.

An examination of the U.S. Congress, with a focus on the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations. No first-year students.

209b. Introduction to Political Behavior. Fall 1998. Mr. Hetherington.

Given that the legitimacy of representative institutions is derived, at least in part, from the opinions of the governed, the study of mass political behavior is an important research topic in representative democracies. This course is designed to provide a broad overview of the politics of ordinary citizens. We start by examining the micro-level foundations of political attitudes and the factors that may affect these attitudes, such as group and party identification and the mass media. Next, we explore how these opinions and attitudes provide the foundation for more tangible behaviors, such as political participation and vote choice. Finally, we discuss the degree to which American public opinion approximates that of an "ideal" democracy.

210b. Constitutional Law I. Every fall. Fall 1998. Mr. Morgan.

The first semester deals with the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

Prerequisite: Junior or senior standing. For classes after 2000, **Government 150** or **250**, or permission of the instructor.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 1999. Mr. Morgan.

The second semester deals with questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210.**

215b. Public Policy and Administration. Spring 1999. Mr. Chabotar.

An introduction to governmental and nonprofit decision-making, with emphasis on strategic planning, fiscal and personnel administration, issues of public interest and merit system, and responses to bureaucratic, political, and economic pressures. Focus on policy-making in education, criminal justice, and the arts.

223b,d. African Politics. Fall 1998. Mr. Potholm.

An examination of the underlying political realities of modern Africa. Emphasis on the sociological, economic, historical, and political phenomena that affect the course of politics on the continent. While no attempt is made to cover each specific country, several broad topics, such as hierarchical and polyarchical forms of decision-making, are examined in depth. A panel discussion with African students and scholars usually is held at the end of the course. (Same as **Africana Studies 223.**)

224b. West European Politics. Fall 1999. Ms. Weigle.

An examination of West European domestic politics, focusing on Britain, France, Germany, Sweden, Switzerland, Italy, and/or Spain. We take both an area studies approach, examining each country as a unique case study, and a functionalist approach, comparing political party systems, public policies, and European social and political movements. The European Union is covered in a separate course and is not a part of this course.

225b. The Politics of the European Union. Fall 1998. Ms. Weigle.

Since 1958, the countries of Western Europe have been attempting to carry out a process of political, social, and economic integration under the auspices of first the European Community (1958–1991) and, after the Maastricht Treaty, the European Union (1992–present). The course examines the processes of European integration from 1958 to the present in three venues: integration theory (the transition from national to all-European policies); political institutions (the European Commission, the European Parliament, the European Court of Justice, the Council of Ministers); the European Union policies (the all-European welfare state, the legal order, expansion to include the new Central European liberal democracies). Students complete a research paper and use it as the basis for participation in the Model-EU role-playing session at the end of the semester.

226b,d. Middle East Politics. Fall 1998. Mr. Lieberfeld.

Major forces that shape regional politics. Regional responses to European colonialism and superpower competition. Development of Arab, Zionist, and other nationalisms and political Islam. Emphasis on the Israeli-Palestinian conflict.

[230b. Post-Communist Russian Politics.]

232b,d. Japanese Politics and Society. Fall 1998. Mr. Laurence.

Examines state-society relations in contemporary Japan and explores the nature of Japanese democracy. Topics include: party politics, the power of the bureaucracy, interest group representation, the political role of women, and the media. Special attention will be paid to the political upheavals of the 1990s. Contemporary Japanese films and fiction are selectively used to illustrate the themes of the course. (Same as **Asian Studies 282.**)

233b. Advanced Comparative Politics: Government, War, and Society. Spring 1999. Mr. Potholm.

An examination of the forces and processes by which governments and societies get into and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

240b. Classical Political Philosophy. Fall 1998. Ms. Yarbrough.

Examines the answers of Plato and Aristotle to the most pressing human questions: What is the best way to live? What is the relationship of the individual to the political community? What is justice, and how important is virtue in perfecting the individual? What does justice require for women? What is friendship? Readings include the *Apology and the Republic,* as well as Aristotle's *Politics, Ethics,* and *Rhetoric.*

241b. Modern Political Philosophy. Spring 1999. Mr. Franco.

A survey of modern political philosophy from Machiavelli to Hegel. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, and Hegel.

[244b. Liberalism and Its Critics.]

245b. Contemporary Political Philosophy. Fall 1998. Mr. Franco.

A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

Prerequisite: **Government 106, 107, 108, 109,** or **240–259** (with the exception of **255**), one course in political philosophy, or permission of the instructor.

246b. Religion and Politics. Spring 1999. Mr. Franco.

An examination of the relationship between religion and politics—the so-called theologico-political question—primarily in the modern world. After briefly examining the classical and medieval background, the course will focus on the tension between and eventual separation of church and state in the early modern period (roughly from the sixteenth to the eighteenth centuries). The course concludes with a consideration of the aftermath of this historic separation of church and state, looking at recent Supreme Court cases as well as contemporary discussion of the relationship betweeen religion and politics. Authors include Aquinas, Machiavelli, Luther, Calvin, Hobbes, Spinoza, Locke, Montesquieu, Rousseau, Jefferson, and Tocqueville. (Same as **Religion 246.**)

Prerequisite: **Government 106, 107, 108, 109,** or **240–259** (with the exception of **255**), one course in political philosophy, or permission of the instructor.

250b. American Political Thought. Spring 1999. Ms. Yarbrough.

Examines the political thought of American statesmen and writers from the Founding to the twentieth century. Readings include the *Federalist Papers,* the writings of Thomas Jefferson, the Anti-federalists, Tocqueville, Thoreau, Calhoun, Lincoln, Frederick Douglass, W. E. B. Du Bois, Booker T. Washington, Martin Luther King, and others.

255b. Approaches to Political Science: Quantitative Analysis in Political Science. Spring 1999. Mr. Hetherington.

This course examines the use of quantitative methods to study political phenomena. In the first section, we will discuss the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. We will then introduce what these methods are and how they might be useful in political research. Finally, we will apply these methods, with particular emphasis on the use of survey data. In using quantitative methods, we will employ statistical computing software as a research tool. This course might be useful to those who are considering a Senior Honors Project.

260b. International Law. Fall 1998. Mr. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

[261b. International Organization.]

263b. International Environmental Policy. Spring 1999. Mr. Springer.

An examination of the political, legal, and institutional dimensions of international efforts to protect the environment. Problems to be discussed include transboundary and marine pollution, maintaining biodiversity, and global climate change. (Same as **Environmental Studies 263.**)

265b. International Political Economy. Spring 1999. Mr. Laurence.

Examines the politics underlying international economic relationships. Asks why and how it is that countries are sometimes able and sometimes unable to realize the benefits of trade. Looks at the distributional consequences of international trade, monetary relations, and foreign direct investment at both the national and international level, and examines how they affect policy-making. Examines conflicts and cooperation in international economic relations and the effect of global economic interdependence on national sovereignty, i.e., on the ability of governments to pursue economic and social policies in their own countries and their response to globalization. No previous experience in economics needed.

[267b,d. International Relations in East Asia.]

269b,d. Development and Democracy in East Asia. Fall 1998. Mr. Laurence.

Examines political and economic development in modern East Asia, including China, Japan, the two Koreas, and the smaller "tigers" (Taiwan, Malaysia, Singapore, etc.). Analyzes the different pathways to growth, the variety of political systems, the role of a common Confucian heritage, and the relationship between development and democracy. (Same as **Asian Studies 269.**)

270b. American Foreign Policy: Its Formulation and the Forces Determining Its Direction. Spring 1999. Mr. Springer.

The major theories concerning the sources and conduct of American foreign policy since World War II. Emphasizes the interrelationship of political, social, and economic forces that shape U. S. diplomacy.

[275b. Advanced International Politics: Theories of Peace and Power.]

287b. Nationalism and Ethnic Conflict in World Politics. Spring 1999. Mr. Lieberfeld.

Addresses the resurgence of nationalism and ethnic conflict after the Cold War, and why most of the world's wars now involve groups with competing national claims. Examines why groups organize politically on the basis of a belief in a common nationhood, how ethnic conflicts develop, and approaches to managing and resolving such conflicts. Students have the opportunity to analyze a particular conflict or national movement in depth. Some films to be shown outside of class.

291b–294b. Intermediate Independent Study. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not offered for first-year students.

302b. Advanced Seminar in National Security, Law, and Policy. Fall 1998. Mr. Wiley.

Defines "national security" — defense or military, economic, technological, environmental, weapons proliferation, and immigration control. Examines law of shared—and separation of—powers, the domestic effect of international law, war (declared or general, undeclared or limited, and covert), internal security (emergency powers and FBI and CIA intelligence agency activities), access to information (Freedom of Information Act and restraints on publication), international economic activity controls, and technology transfer restrictions. Considers roles of state and local government law and regulation.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Spring 1999. Ms. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. The relationship between the executive branch and Congress in the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy is explored.

Prerequisite: No first-year students; sophomores and juniors only with permission of the instructor.

[305b. The United States Supreme Court from the 1930s to the Present.]

320b. Politics and Anti-politics in East Central Europe. Every spring. Spring 1999. Ms. Weigle.

Senior seminar on political and social development in East Central Europe from 1918, the birth of independent statehood, to the present, after the states broke free of communist rule to rebuild themselves on the foundations of national culture. Novels and films complement political science literature and primary source documents.

330b. Comparative Civil Societies. Fall 1998. Ms. Weigle.

Examines the theory and practice of civil society in a variety of settings and countries. Analyzes the social, economic, and political foundations of civil societies in liberal democracies, former authoritarian and former totalitarian regimes. Looks at the relationship between civil society and nationalism, religious fundamentalism, socialism, and economoic development and the importance of trust in effective social organization.

[332b,d. Japanese Political Economy.]

336b,d. Foreign Policy in East Asia. Spring 1999. Mr. Laurence.

Examines the foreign policies of Japan, China, and South Korea around the postwar period. Topics include both security and trade/economic relations within Asia, as well as between these countries and the rest of the world. (Same as **Asian Studies 336.**)

341b. Advanced Seminar in Political Theory: Tocqueville. Spring 1999. Ms. Yarbrough.

More than 150 years after its publication, *Democracy in America* remains the most powerful sympathetic critique of modern liberal democracy ever written. Through a careful reading of the text and selected secondary sources, the course examines Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and considers possible solutions which, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

[345b. Advanced Seminar: The Political Philosophy of German Idealism: Kant to Hegel.]

[346b. Nietzsche.]

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 1999. Mr. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare.

365b. Mediation and International Conflict Settlement. Fall 1998. Mr. Lieberfeld.

Seminar analyzes mediation as a means of settling international conflicts, including wars, environmental disputes, and other political and economic issues. Attention also given to facilitation, consultation, and other third-party roles. Links theory and practice through analysis of case studies, such as the U. S. role in the Camp David agreement between Egypt and Israel, as well as through role-play and simulation exercises.

370b. Advanced Seminar in Public Policy and Administration: Fiscal Administration. Spring 2001. Mr. Chabotar.

An examination of how financial issues and decisions influence policy and organization in government and nonprofit organizations. Specific topics include: financial reporting and analysis, revenue planning and budgeting, organizational redesign and retrenchment, financial accounting, politics of the budgetary process, and uses of fiscal information by the bureaucracy and general public. Course concepts will be applied to specific case studies and "The Game," a team-based analysis of a selected organization with recommendations for policy and program changes.

Prerequisite: **Government 215.**

401b–404b. Advanced Independent Study and Honors. The Department.

History

Professors
Daniel Levine*
Paul L. Nyhus
Allen Wells
Associate Professors
Sarah F. McMahon, *Chair*
Kidder Smith
Randolph Stakeman
Susan L. Tananbaum

Assistant Professors
Paul Friedland
K. Page Herrlinger
Patrick J. Rael†

Visiting Assistant Professors
Seth W. Garfield
Noel Ignatiev
Visiting Instructor
Matthew D. Lassiter
Joint Appointment with
Asian Studies
Assistant Professor
Thomas Conlan

Requirements for the Major in History

The departmental offerings are divided into the following fields: Europe (may be divided into two fields: Europe to 1715 and Europe since 1500), Great Britain, the United States, Asia, Africa, and Latin America. In meeting the field requirements, courses in Europe between 1500 and 1715 may be counted toward early or modern Europe but not toward both of them. At least one field must be in Asia, Africa, or Latin America. Students may, with departmental approval, define fields that are different from those specified above. The program chosen to meet the requirements for the major in history must be approved by a departmental advisor.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which four or more courses are taken. One of the courses must be numbered in the 300s, selected with departmental approval, in which a research essay is written.
2. Two supplemental fields, in each of which two courses are taken.
3. In addition, each student must take two courses in fields outside history but related to his or her primary field of concentration. These courses might be taken, for example, in art history, government, English, any of the language departments, anthropology, sociology, and classics.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Seminar (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. In addition, the seminar is to provide a forum in which the students, together with the faculty, can discuss their work and the larger historical questions that grow out of it. To be eligible to register for Honors, a student must have higher than a straight B average in courses taken in the department.

With departmental approval a student may offer for credit toward the history major, college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. A student who anticipates study away from Bowdoin should discuss with the department, as early in his or her college career as possible, a plan for the history major that includes work at Bowdoin and elsewhere.

The first-year seminars listed under **History 10–29** are not required for the major, but such seminars may be counted toward the required ten courses.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Each major must select a departmental advisor. A student should plan, in consultation with his or her advisor, a program that progresses from introductory to advanced levels. The courses numbered in the 300s presuppose a reasonable background understanding. They are open with the consent of the instructor to history majors and other students, normally juniors and seniors.

Requirements for the Minor in History

The minor consists of five courses, three to be taken in a field of concentration chosen from the list specified by the department for a major. The remaining two are to be in a subsidiary field selected from the same list.

East Asian Studies Concentration

Majors in history may elect the East Asian studies concentration, which consists of the following requirements: four courses in East Asian history, including at least one research seminar; two courses in a field of history other than East Asian; and four semesters of Chinese or Japanese language.

Foreign study for students interested in East Asian studies is highly recommended. Established programs in Hong Kong, Taiwan, Japan, and the People's Republic of China are available. Consult the instructor in East Asian history for information about various programs.

Course Selection for First-Year Students

Although courses numbered **10–29** and **101–150** are designed as introductory courses, first-year students may enroll in any lecture courses numbered **200–289. (Intermediate Seminars, listed beginning on page 158, are not open to first-year students.)**

First-Year Seminars

The following seminars are introductory in nature. They are designed for first-year students who have little background in history generally or in the period and area in which the particular topic falls. Enrollment is limited to 16 students in each seminar.

Objectives are (a) to cover the essential information relating to the topic, together with a reasonable grounding in background information; (b) to illustrate the manner in which historians (as well as those who approach some of the topics from the point of view of other disciplines) have dealt with certain significant questions of historical inquiry; and (c) to train critical and analytical writing skills.

The seminars are based on extensive reading, class discussion, oral reports, two or three short critical essays, and an examination.

For a full description of the following first-year seminars, see pages 128–30.

10c. Inquisitors and Dissidents: Repression and Toleration in Early Modern Europe. Fall 1999. Mr. Nyhus.

11c,d. The Wars of the Samurai. Fall 1998. Mr. Conlan.
(Same as **Asian Studies 11.**)

12c. Utopia: Intentional Communities in America, 1630–1997. Fall 1999. Ms. McMahon.

13c. The Presidency of Lyndon Johnson: War on Poverty; War in Vietnam. Spring 1999. Mr. Levine.

14c,d. The Making and Remaking of Race in America. Fall 1998. Mr. Ignatiev.
(Same as **Africana Studies 14.**)

15c. The Outsider: A History of Otherness in Western Culture. Fall 1998. Mr. Friedland.

16c. American Jewish Life. Spring 1999. Ms. Tananbaum.

17c,d. Indians and the State in Latin America. Fall 1998. Mr. Garfield.

18c. World War I in Modern Memory. Spring 1999. Ms. Herrlinger.

19c. Military History in Film. Spring 2000. Mr. Rael.

20c. In Sickness and in Health. Fall 1999. Ms. Tananbaum.
(Same as **Women's Studies 20.**)

21c. Rethinking the 1960s: Protest, Populism, and Polarization. Fall 1998. Mr. Lassiter.

28c,d. Seekers' Lives. Spring 1999. Mr. Smith.
(Same as **Asian Studies 28.**)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **209, 210, 211, 247, 250, 251,** and **269,** and advanced problems courses, see pages 158–61.

105c. Medieval Spain. Every other year. Fall 1999. Mr. Nyhus.

A survey of medieval Spain serving as an introduction to medieval studies. Reviews the many cultures—Visigothic, Islamic, Jewish, and Christian—that flourished in medieval Spain and the relations among these cultures.

[131c,d. The African-American Autobiography.]

200c. Classical Culture and the Civilizations of the Ancient Near East. Fall 1998. Mr. McDonnell.

Studies the relationship between the Bronze and Iron Age cultures of the ancient Near East—the civilizations of the Sumerians, Akkadians, Israelites, Assyrians, and Persians that flourished in Mesopotamia (the Tigris and Euphrates valleys), the Fertile Crescent (Syria, Lebanon, Jordan, Israel, and Palestine), and the Nile valley in Egypt from c. 3200 b.c.—and the "Classical" cultures of ancient

Greece and Rome. Economic, social, religious, and cultural developments of the various societies are studied, and influences and counter-influences examined. Throughout the course, the continuing relationships among the three major areas—the Near East and Egypt, Greece, and Rome—within the broader context of Mediterranean culture are emphasized in order to provide an inclusive view of what the ancient history of western civilization comprises. (Same as **Classics 215.**)

201c. Greek History Survey: The Emergence of the Greek City-State. Spring 2000. Mr. McDonnell.

A chronological survey of archaic and classical Greek history and civilization from the traditional foundation of the Olympic games in 776 B.C. to the fall of the Athenian empire in 404 B.C. Three main themes are developed: political theory and practice, warfare, and gender relations in ancient Greece. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. Attention is also given to historical methods, particularly textual criticism and the utilization of different, and sometimes conflicting, types of evidence. (Same as **Classics 211.**)

202c. Conquest, Expansion, and Conflict: The Development of the Roman Empire 264 B.C.E.–14 C.E. Spring 1999. Mr. McDonnell.

Examines Rome's rapid transformation into the leading power in the Mediterranean and the political, social, cultural, and economic changes that this extended period of growth produced in Roman society. Following a general introduction to early Roman history and institutions, this course traces Rome's usurpation of Carthaginian power in the West and conquest of the Hellenistic East, and investigates the forces that led to the fall of the Roman Republic and the rise of the Roman Empire under the guidance of Augustus, Rome's first emperor. Emphasis is placed on the interpretation of ancient evidence, including primary literary works, inscriptions, and relevant archaeological material. (Same as **Classics 212.**)

[203c. Europe in the Middle Ages, 1050–1300.]

205c. Italy during the Renaissance. Fall 1998. Mr. Nyhus.

A survey of the political, social, and cultural history of Italy, 1300–1500.

206c. Northern Europe during the Renaissance and Early Reformation. Spring 1999. Mr. Nyhus.

A survey of the political and social history of northern Europe, 1450–1530, with special emphasis on the cultural impact of the Renaissance and early Reformation.

207c. Culture and Society in Sixteenth-Century Europe. Spring 2000. Mr. Nyhus.

A survey of Europe in the sixteenth century, paying equal attention to Mediterranean and northern societies. Special focus on the relation of literature, art, and music to the study of societies.

213c. Modern France: 1789 to the Present. Fall 1999. Mr. Friedland.

Many countries entered the modern world gradually, but France experienced profound cultural and political revolts almost every twenty years. We follow the French people through all of these transformations, from the political revolts and cultural revolutions of the nineteenth century, through the rise and fall of France as a great world power in the twentieth century.

214c. Europe 1939 to the Present. Spring 1999. Ms. Tananbaum.

A social history of the last fifty years of European history, with a focus on the history of World War II, the origins of the cold war, the division of Europe, Eastern Europe under Stalinist rule, the revival of Western Europe, the Western Alliance, the European union, and social, political, economic, and cultural changes in Europe since 1945.

215c. The Making of Modern Europe, 1815–1918. Spring 2000. Ms. Herrlinger.

A survey course on the "long" nineteenth century in Europe, from the Concert of Europe in 1915 to the end of World War I. Our central focus is on the social, cultural, and political impact of the industrial revolution and the mass urbanization that accompanied it. As much as possible, we explore the evolution of modern life through primary sources, including novels, art, photographs, letters, autobiographies, and articles from the contemporary press (in translation).

216c. The French Revolution. Spring 1999. Mr. Friedland.

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. After a brief overview of the old regime, we explore the politics of the Revolution, as well as Revolutionary culture in general (the arts, theater, songs, fashion, the cult of the guillotine, attitudes towards race and gender). Whenever possible, we use the texts and images produced by the Revolutionaries themselves.

218c. History of Russia, 1825–1953. Fall 1998. Ms. Herrlinger.

Examines major transformations in Russian society, culture, and politics from 1825 to 1953. Among the topics we explore through novels, autobiographies, film, and other primary documents are: life in "Old Regime" Russia, attempts at reform and modernization in the late nineteenth century, the rise of the revolutionary movement and the Revolutions of 1905 and 1917, the building of socialism under the Bolsheviks, and the making of the modern "Soviet system" under Stalin.

220c. Judaism, Christianity, and Antisemitism. Spring 2000. Ms. Tananbaum.

An analysis of the persistence of anti-Jewish attitudes through history, with a special emphasis on the Hitler regime's attempt to destroy European Jews and their culture. Beginning with a brief overview of the Greco-Roman world and medieval Europe, the course emphasizes the rise of racial and political antisemitism, and the experiences of victims, bystanders, and perpetrators of the Holocaust. Readings focus on primary texts and secondary analysis. Students have the opportunity to develop individual research projects.

221c. History of England, 1485–1688. Fall 1999. Ms. Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics for consideration include the Tudor and Stuart monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

223c. History of England, 1837 to the 1990s. Fall 1998. Ms. Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 1999. Ms. Pearlman.

The evolution of the built environment in four European cities from the mid-18th century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—will be considered as determinants of city form. Topics include the shaping of capital cities, housing, parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. Not open to first-year students. (Same as **Environmental Studies 227.**)

229c. The Growth of the Welfare State in Britain and America: 1834 to the Present. Spring 1999. Mr. Levine.

A study in the comparative history of the ideology and institutions of the welfare state in two countries that are similar in some ways but quite different in others. Readings in the laws, legislative debates, ideological statements, and economic and sociological analyses.

230c. Interpretations of American History. Spring 2000. Mr. Levine.

Considers four or five topics from the American Revolution to the present, as related to social change, including the American Revolution, slavery, Jacksonian democracy, the cold war, and the philosophy of history. Students read different works on the same subject and discuss how and why historians come to different conclusions about the same subject. Many history majors have found this course crucial because of its emphasis on critical reading and because it deals explicitly with the philosophy of history and historiography. Non-majors may find the course useful as a review survey of American history and for practice in reading analytically and writing critical essays. *Students should not buy books before the first class, since not all students will read each book.*

231c. Social History of Colonial America, 1607–1763. Spring 2000. Ms. McMahon.

A study of the founding and growth of the British colonies in North America. Explores the problems of creating a new society in a strange environment; the effects of various goals and expectations on the development of the thirteen colonies; the gradual transformation of European, Native American, and African cultures; and the later problems of colonial maturity and stability as the emerging American society outgrew the British imperial system.

232c. Reform Movements in America, 1820–1920. Spring 1999. Mr. Ignatiev. *(Pending faculty approval.)*

Americans have long sought to build heaven on earth. By looking at mass religious awakenings, temperance, women's rights, antislavery, ideal communities, socialism, and other reform efforts, the class will seek to discover what is American in the American reform tradition.

233c. American Society in the New Nation. Fall 1998. Ms. McMahon.

A social history of the United States from the Revolutionary era through the age of Jackson. Topics include the social, economic, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the shape of the new republic; the emergence of an American identity; and the diverging histories of the North, South, and West in the early nineteenth century.

236c,d. The History of African Americans, 1619–1865. Fall 1999. Mr. Rael.

Explores the history of African Americans in the nation through the Civil War. Focuses on issues of African-American acculturation and identity formation, the contributions of African Americans to American culture, and the influence of American society and institutions on the experiences of black people. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **Africana Studies 236.**)

237c,d. The History of African Americans, 1865 to the Present. Spring 2000. Mr. Rael.

Explores the history of African Americans from the end of the Civil War to the present. Focuses on issues such as the dual nature of black identity, the emergence of a national leadership, the development of protest strategies, the impact of industrialization and urbanization, and the emergence of black cultural styles. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **Africana Studies 237.**)

238c. United States History in the Nineteenth Century. Fall 1998. Mr. Ignatiev.

The history of the United States from the War of 1812 to the election of 1896. The masters and the slaves in the shaping of America. ("Who ain't a slave?" asked Melville.)

239c. The Era of the Civil War and Reconstruction. Spring 2001. Mr. Rael.

Examines the period between about 1850 and about 1880. Emphasis on politics, economics, the Supreme Court, and, above all, race relations. Topics include the rise of the Republican party, abolitionism, slavery as an institution and slave society, sectionalism, the war itself and its implications, the politics of Reconstruction, the Freedman's Bureau, and the establishment of a new basis for white domination. (Same as **Africana Studies 239.**)

240c. The United States since 1945. Fall 1999. Mr. Levine.

Consideration of social, intellectual, political, and international history. Topics include the cold war; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian, or anti-Keynesian economic policies; and the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice. Preregistration limited to first- and second-year students. Others may enroll at the start of the semester as room is available.

241c. United States History from 1877 to the Present. Fall 1998. Mr. Lassiter.

The emergence of modern America from the end of the Reconstruction Era through the 1990s, emphasizing social, political, and cultural history. Fiction, films, and documentaries will supplement traditional history texts. Topics include the Progressive Era, mass consumption and popular culture, the New Deal, World War II and the Cold War, the Civil Rights Movement, suburban America, 1960s/70s political and social conflicts, and the Reagan years.

242c. History of the American South. Spring 1999. Mr. Lassiter. *(Pending faculty approval.)*

Exploration of society, race, culture, and politics in the South, concentrating on the period from the Civil War to the present. Attention to the interaction between white and black southerners, and to the complex relationship between the South and the rest of of the nation, forged during eras such as Reconstruction, the New Deal, and the Civil Rights Movement. Topics include the end of slave society, Populism, southern literature, textile mill culture, urbanization and economic growth after World War II, the struggle against segregation, and the modern New South.

243c. The Civil Rights Movement. Fall 2000. Mr. Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **Africana Studies 241.**)

245c,d. African American Women and Social Transformation in the Twentieth Century. Fall 1998. Ms. Plastas.

Examines the political, social, and intellectual traditions of African American women from the turn of the century through the civil rights and second wave women's movement. Focuses on the club movement, suffrage, anti-lynching campaigns, internationalism, and educational reform. Explores how the matrix of gender, race, and class influenced the form of political activism. Readings include the works of Anna Julia Cooper, Addie Hunton, Mary Church Terrell, Ida B. Wells, Amy Jacques Garvey, Toni Cade Bambara, Angela Davis, and others. (Same as **Africana Studies 216** and **Women's Studies 216.**)

246c. Women in American History, 1600–1900. Spring 1999. Ms. McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines the changing roles and circumstances of women in both public and private spheres, focusing on family responsibilities, paid and unpaid work, education, ideals of womanhood, women's rights, and feminism. Class, ethnic, religious, and racial differences—as well as common experiences—are explored.

248c. Family and Community in American History. Fall 1999. Ms. McMahon.

Examines the American family as a functioning social and economic unit within the community from the colonial period to the present. Topics include gender relationships; the purpose of marriage; philosophies of child-rearing; demographic changes in family structure; organization of work and leisure time; relationships between nuclear families and both kinship and neighborhood networks; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life.

252c,d. Colonial Latin America. Fall 1998. Mr. Garfield.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil.

255c,d. Modern Latin America. Spring 1999. Mr. Garfield.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements.

[258c,d. Latin American Revolutions.]

[259c,d. The Modern Middle East: The Arab-Israeli Conflict.]

262c,d. Slavery and the Slave Trade in Precolonial Africa. Fall 1999. Mr. Stakeman.

An examination of slavery within Africa, the slave trade on the African continent, and African connections to the intercontinental slave trade to the New World. Investigates the role of slavery in African societies, the influence of Islam on slavery, the conduct and economic role of the slave trade, and the social, political, and economic effects of slavery and the slave trade on African states and societies. (Same as **Africana Studies 262**.)

264c,d. Islamic Societies in Africa. Fall 1998. Mr. Stakeman.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264** and **Women's Studies 264.**)

265c,d. The Political Economy of Southern Africa. Fall 1998. Mr. Stakeman.

An introduction to the political and economic processes that have shaped black/white relations in the region and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **Africana Studies 265.**)

266c,d. History of East Africa. Spring 1999. Mr. Stakeman.

An examination of the political and economic history of East Africa from precolonial societies to the present: topics will include pastoralist and agriculturist societies, state formation, colonialism, nationalism, and post-colonial Kenya and Tanzania. (Same as **Africana Studies 266.**)

267c,d. West Africa from Colonialism to Independence. Spring 2000. Mr. Stakeman.

An examination of the political and economic history of West Africa to try to understand the region's present conditions and future prospects. Topics include the imposition of colonial rule, the colonial restructuring of African society, the rise of nationalist movements, the first and second generations of independence, regional alliances, development strategies, the place of the region in the world economy, and the military in politics. (Same as **Africana Studies 267.**)

270c,d. Chinese Thought in the Classical Period. Spring 2000. Mr. Smith.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **Asian Studies 270.**)

271c,d. The Material Culture of Ancient China. Fall 1999. Mr. Smith.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as **Asian Studies 271.**)

273c,d. Medieval China and its Buddhist Cultures. Spring 1999. Mr. Smith.

Studies the societies of Tang and Northern Song dynasty China (A.D. 609–1127) through their Buddhist cultural manifestations. Takes a multi-disciplinary approach to issues of government, ethics, magic, popular culture, art, and poetry, focused through China's response to, and transformations of, the Indian religion. (Same as **Asian Studies 273.**)

274c,d. Chinese Society in the Ch'ing. Spring 2001. Mr. Smith.

An introduction to premodern China, focusing on the first half of the Ch'ing dynasty (1644–1911). Discussion of government, family, poetry, and ideology. Culminates in a day-long simulation of elite society in the eighteenth century. (Same as **Asian Studies 274.**)

275c,d. Modern China. Fall 2000. Mr. Smith.

An introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as **Asian Studies 275.**)

276c,d. A History of Tibet. Fall 1998. Mr. Smith.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **Asian Studies 276.**)

278c,d. The Foundations of Tokugawa Japan. Fall 2001. Mr. Smith.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as **Asian Studies 278.**)

283c,d. Premodern Japan. Fall 1998. Mr. Conlan.

Examines the major social, political, economic, religious, and institutional transformations in Japanese state and society. Traces the creation of a "classical" state, the development of courtier culture, and devolution of power to the provinces, the outbreak of endemic civil war and the nature of political and economic consolidation in the sixteenth and seventeenth centuries. (Same as **Asian Studies 283.**)

284c,d. Modern Japan. Spring 1999. Mr. Conlan.

Delineates patterns of governance and life in Tokugawa Japan; the changing nature of Japanese diplomatic relations, eighteenth-century economic advances and cultural flowerings, modernization and political reform, Japanese imperialism and international wars, and the post-war recovery. (Same as **Asian Studies 284.**)

Intermediate Seminars

These seminars offer a more intensive pattern of discussion and writing than is available in history survey courses. Enrollment is limited to sixteen students. They are intended for majors and non-majors alike but, because they are more advanced, they may require previous related course work or the permission of the instructor (see individual course descriptions). In most cases, they are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

209c. The Frontiers of Medieval Europe. Spring 1999. Mr. Nyhus.

Study of the military and cultural borders between Western Europe and the Muslim, Byzantine, Slavic, and Viking civilizations. Special focus on border conflicts, as well as cross-cultural exchange.

Prerequisite: Previous course in history.

210c. Modernity and Its Critics. Spring 2000. Mr. Friedland.

Explores the concept of modernity through the eyes of its greatest critics. Authors read include Rousseau, Burke, Dostoevsky, Nietzsche, Marx, Weber, Kafka, Freud, Benjamin, Adorno, Hokheimer, Heidegger, and Foucault.

211c. Holocaust: History and Historiography. Fall 1998. Ms. Tananbaum.

Explores several topics in the history of the Holocaust. Considers the European context and Jewish life in Europe on the eve of World War II. In particular we will review historical debates in order to understand differing interpretations of the past. Topics include antisemitism, responses of surrounding populations, Jewish leadership, resistance, and the role of the Church.

[228c. Medicine, Public Health, and History.]

247c. Maine: A Community and Environmental History. Spring 1999. Ms. McMahon.

Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **Environmental Studies 247.**)

250c,d. The Urban Crisis: Race and Class in Modern American. Spring 1999. Mr. Lassiter. *(Pending faculty approval.)*

Examines the African-American experience in the twentieth century, focusing on urban developments from the Great Migration to the present day. Combines a focus on local events and grassroots conflict with top-down public policy initiatives, and incorporates primary sources, documentaries, and literature. Topics include the forging of urban black culture, the impact of suburbanization, the northern civil rights movement, Black Power, race and popular culture, busing for school desegregation, and contemporary urban policy. (Same as **Africana Studies 242.**)

251c. Writing in the Nineteenth Century. Fall 1999. Mr. Rael.

Opportunity to hone advanced writing skills through the study of history. We begin with close readings of historical arguments regarding a variety of topics in the history of the United States in the nineteenth century, including: party systems, the market revolution, class and racial formation, gender, Indian removal, slavery, Civil War, the Reconstruction, corporatism, the labor movement, and modernism. Explores the nature of historical arguments with an eye towards our own writing. The course culminates in a single, rigorous 8–10 page essay developed from primary sources, and resulting from a series of peer-reviewed exercises.

269c,d. The Pan African Idea. Spring 2000. Mr. Stakeman.

An examination of the growth of a Pan African sense of identity and the exchange of political and cultural ideas among African and African diaspora societies in the nineteenth and twentieth centuries. (Same as **Africana Studies 269.**)

Prerequisite: Previous course in Africana Studies, African-American or African history; or permission of the instructor.

Problems Courses

Courses **300** through **373** involve the close investigation of certain aspects of the areas and periods represented. Following a reading in and a critical discussion of representative primary and secondary sources, students develop specialized aspects as research projects, culminating in oral presentations and written essays. Adequate background is assumed, the extent of it depending on whether these courses build upon introductory courses found elsewhere in the history curriculum. Enrollment is limited to 16 students. Majors in fields other than history are encouraged to consider these seminars.

Problems in Early European History

300c. Visual Images and Social Conflict in the Sixteenth Century. Fall 1998. Mr. Nyhus.

A research seminar that analyzes painting and more popular art, such as woodcuts, as interpretations of social conflicts in the sixteenth century.

Problems in Modern European History

311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Spring 1999. Ms. Herrlinger.

Compares and contrasts the nature of society and culture under two of this century's most "totalitarian" regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russian is strongly recommended, and students may focus their research project on either country, or a comparison of both.

Problems in British History

321c. The Victorian Age. Spring 2000. Ms. Tananbaum.

An interdisciplinary study of the Victorian era in England. Explores the changing political milieu, issues of industrial progress and poverty, the status of men and women in domains such as the home, work, health, education, and philanthropy. Emphasizes critical reading of primary and secondary sources, discussion, and research methods. Students play a prominent role in leading discussion and undertake a major research paper.

[322c. Race, Gender, and Ethnicity in British Society.]

Problems in American History

331c. A History of Women's Voices in America. Spring 2000. Ms. McMahon.

An examination of women's voices in American history: private letters, journals, and autobiographies; short stories and novels; advice literature; essays and addresses. Research topics focus on the content and form of the writings as they illuminate women's responses to their historical situation.

Prerequisite: **History 246** or **248,** or permission of the instructor.

332c. Community in America, 1600–1900. Fall 1998. Ms. McMahon.

Explores the ideals of community in American history, focusing on change, continuity, and diversity in the social, economic, and cultural realities of community experience. Examines the formation of new communities on a "frontier" that moved westward from the Atlantic to the Pacific; the changing face of community that accompanied modernization, urbanization, and suburbanization; and the attempts to create alternative communities either separate from or contained within established communities.

[333c. Research in Twentieth-Century African-American History.]

334c. The Progressive Movement. Fall 1999. Mr. Levine.

Around the turn of the last century, between 1890 and 1920, most of the issues in the United States in the twentieth-century either emerged or re-emerged: corporate mergers, anti-trust legislation, urbanization and its problems, welfare in an industrial setting, the NAACP (founded in 1909), women's rights, labor unions and violent class conflict, the United States as a participant in international politics. Readings, book reports, and a research paper of the student's own design.

335c,d. W. E. B. DuBois: His Life, His Times, and His Thoughts. Spring 1999. Mr. Stakeman.

Dr. DuBois was the preeminent African American scholar and analyst of America, the African diaspora, and world affairs. His ideas about race, women's rights, education, democracy, peace, and socialism were ahead of his time throughout his long life (1867–1963). This course examines his life and his work, which ranges from literature, to history, to sociology, to public affairs, Students are required to produce research papers based on his writing, letters, and speeches. (Same as **Africana Studies 335.**)

Prerequisite: Previous course in Africana studies or history, or permission of the instructor.

336c,d. Research in Nineteenth-Century African-American History. Fall 2000. Mr. Rael.

Students will prepare a research paper written from primary historical sources. Topics address such issues as African Americans in the Revolutionary era, the end of slavery in the North, a host of problems relating to slavery in the South, free black life, the Civil War and black Americans, mass emancipation, Reconstruction, and the Jim Crow period. (Same as **Africana Studies 336.**)

Prerequisite: A previous course in U.S. history is required. Background in African-American history is recommended.

337c. Nature and Culture in the American Landscape. Fall 1998. Ms. Pearlman.

This seminar focuses on Americans' changing conceptions of nature as they transformed a rural nation into an industrial and largely urban nation. Topics of study include the agrarian myth in American history, the opening and building of the American West, and the impact of new technologies and modes of transportation on the landscape. Authors and artists include Thomas Jefferson, Ralph Waldo Emerson, Frederick Law Olmsted, Frederick Jackson Turner, Leo Marx, J. B. Jackson, and William Cronon. Students write a semester-long research paper. (Same as **Environmental Studies 393.**)

338c. Class Struggle in America. Spring 1999. Mr. Ignatiev.

The struggle between labor and capital, as expressed in party politics, popular culture, rebellion, and war, focusing on the period of the Civil War and Reconstruction. Research paper on any period or aspect of U. S. history.

Problems in Latin American History

353c,d. Race and Ethnicity in Latin America. Spring 1999. Mr. Garfield.

Drawing on case studies from throughout Latin American, this course examines how questions of race and ethnicity have informed labor and immigration policies, scientific research and public health programs, political mobilization and repression, and myths of national identity. (Same as **Africana Studies 353.**)

[354c,d. Brazil Since Independence.]

Problems in Asian History

370c,d. Problems in Chinese History. Every fall. Mr. Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **Asian Studies 370.**)

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c, 452c. Honors Seminar. Every year. The Department.

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has seven interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art 101, 212, 222,** and one of **Art 302** through **388; Archaeology 101, 102,** and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388.**
3. One of the following: **Classics 51, 211, 212,** or **291** (Independent Study in Ancient History); **Philosophy 111;** or an appropriate course in religion at the 200 level.
4. Either **Art 401** or **Archaeology 401.**

Art History and Visual Arts

Requirements

1. **Art 101.**
2. Art History: **Art 222, 242, 252,** or **254;** one 300-level seminar; and two additional courses numbered 200 or higher.
3. Visual Arts: **Art 150, 160, 250,** or **260;** and three additional studio courses numbered 270 or higher.

Chemical Physics

Requirements

1. **Chemistry 109, 251; Mathematics 161, 171,** and **181** or **223; Physics 103, 104** and **300.**

2. Either **Chemistry 252** or **Physics 310.**

3. Three courses from **Chemistry 252, 254, 332, 335, 340, 350, 401, 402; Physics 223, 229, 310, 320, 350, 451, 452.** At least two of these must be below the 400 level. Other possible electives may be available; interested students chould check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 101** and **210.**
2. **Mathematics 181** and **228**.
3. **Computer Science 231** and **289.** (Same as **Mathematics 231** and **289**.)
4. Two additional Computer Science courses from: **250,** any 300-level, and **401.**
5. Three additional Mathematics courses from: **224, 225, 244, 249, 262, 264, 288,** and **401.**

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

Geology and Chemistry

Requirements

1. **Chemistry 109** and four courses from the following: **Chemistry 210, 225, 226, 240, 251,** and approved advanced courses.
2. **Geology 101, 200, 202,** and **262.**
3. Two courses from the following: **Geology 220, 260, 275,** and **278.**
4. **Physics 103** and **Mathematics 161** and **171.**

There are many different accents a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics

Requirements

1. **Chemistry 109; Geology 101, 200, 202, 241, 265; Mathematics 161, 171; Physics 103, 104,** and **223.**
2. Either **Physics 255** or **300.**
3. Two additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics

Requirements

1. Six courses in mathematics as follows: **Mathematics 181, 222, 225, 265;** and two of **Mathematics 224, 249, 264, 269.**
2. Either **Computer Science 210** or **Mathematics 244** or **255** or **305.**
3. Four courses in economics as follows: **Economics 255, 256, 316,** and one other 300-level course.

Latin American Studies

Administered by the Latin American Studies Committee; Janice A. Jaffe, *Chair*
(See committee list, page 304.)

Latin American studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and the South American continent. This multidisciplinary approach is complemented by a concentration in a specific discipline. Competence in Spanish (or another appropriate language with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America. Upon their return, students who study away should consider an independent study course to take advantage of their recent educational experience.

Requirements for the Minor in Latin American Studies

The minor consists of at least one course at Bowdoin beyond the intermediate level in Spanish, **History 255** (Modern Latin American History), and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval by the Latin American Studies Committee of a written prospectus of the independent study.

The Latin American studies courses below may also be used to formulate a student-designed major.

Students may choose from the following list of courses to satisfy requirements for the minor in Latin American studies. For full course descriptions and prerequisites, see the appropriate department listings.

Anthropology

232b,d. Prehistory of the Andes. Fall 1998. Ms. Allum.

241b,d. Mesoamerican Civilizations. Spring 1999. Ms. Shaw.

Art History

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 1999. Ms. Wegner.

History

17c,d. Indians and the State in Latin America. Fall 1998. Mr. Garfield.

252c,d. Colonial Latin America. Fall 1998. Mr. Garfield.

255c,d. Modern Latin America. Spring 1999. Mr. Garfield.

[258c,d. Latin American Revolutions.]

353c,d. Race and Ethnicity in Latin America. Spring 1999. Mr. Garfield.

[354c,d. Brazil Since Independence.]

Spanish

205c. Advanced Spanish. Every fall. The Department.

207c,d. Latin American Cultures. Fall 1998. Mr. Yepes.

[313c,d. Indigenous and Hispanic Literature of Colonial Latin America.]

322c. Spanish American Short Story. Fall 1999. Mr. Yepes.

329c. Identity, Community, and Difference in the Mexican Imaginary. Fall 1998. Mr. Dorfsman.

351c. Senior Seminar for Spanish Majors. Fiestas: Alienation or Resistance? Spring 1999. Mr. Yepes.

Open only to Spanish majors.

Mathematics

Professors
William H. Barker
Stephen T. Fisk, *Chair*
Charles A. Grobe, Jr.
R. Wells Johnson
James E. Ward

Associate Professor
Rosemary A. Roberts
Assistant Professors
Adam B. Levy
Helen E. Moore†

Visiting Assistant Professor
Samuel Kaplan
Laboratory Instructor and Tutor
Raymond E. Fisher

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262, 263,** or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 222** or **262**) and in analysis (e.g., **Mathematics 223** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 222, 262,** and **302**); analysis (**Mathematics 243, 263,** and **303**); applied mathematics (**Mathematics 224, 264,** and **304**); probability and statistics (**Mathematics 225, 265,** and **305**); and geometry (**Mathematics 247** and **287**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course which counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above, at least one of which must be **Mathematics 243, 247,** or any mathematics course numbered 262 or above. For students who major in computer science and who therefore take **Mathematics 228, 231,** and **289,** the minor consists of a minimum of three additional courses numbered 200 or above, at least one of which must be **Mathematics 243, 247,** or any mathematics course numbered 262 or above.

Interdisciplinary Majors

The department participates in interdisciplinary programs in mathematics and economics and in computer science and mathematics. See page 163.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching: **Computer Science 101, Mathematics 222, 225, 242, 247, 262, 263, 265, 288.**

For graduate study: **Mathematics 222, 223, 243, 262, 263,** and at least one course numbered in the 300s.

For engineering and applied mathematics: **Mathematics 223, 224, 225, 243, 244, 264, 265, 288, 304.**

For mathematical economics and econometrics: **Mathematics 222, 223** or **263, 225, 244, 249, 265, 269, 288, 305,** and **Economics 316.**

For statistics and other interdisciplinary areas: **Mathematics 222, 224, 225, 243, 244, 255, 265, 305.**

For computer science: **Computer Science 220, 231; Mathematics 222, 225, 228, 244, 249, 262, 265, 288, 289.**

For operations research and management science: **Mathematics 222, 225, 249, 265, 269, 288, 305,** and **Economics 316.**

Introductory, Intermediate, and Advanced Courses

60a. Introduction to College Mathematics. Every spring. The Department.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, in conjunction with **Mathematics 161** or **165,** is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

65a. Statistical Reasoning. Every fall. Fall 1998. Mrs. Roberts.

An introduction to the ideas of statistics. Students learn how to reason statistically and how to interpret and draw conclusions from data. The course is designed for students who want to grasp the nature of statistical information. Open to first-year students and sophomores who want to improve their quantitative skills. It is recommended that students with a background in calculus enroll in **Mathematics 165.**

Prerequisite: Permission of the instructor.

161a. Differential Calculus. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a. Introduction to Statistics and Data Analysis. Every spring. Spring 1999. Mrs. Roberts.

Students learn to draw conclusions from data using exploratory data analysis and statistical techniques. Examples are drawn primarily from the life sciences. The course includes topics from exploratory data analysis, the planning and design of experiments, and statistical inference for normal measurements. The computer is used extensively. Not open to students who have taken a college-level statistics course (such as **Mathematics 65, Psychology 250** or **Economics 257**).

Prerequisite: **Mathematics 161,** or one year of high school calculus, or permission of the instructor.

171a. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161** or equivalent.

172a. Integral Calculus, Advanced Section. Every fall. Fall 1998. Mr. Johnson.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171.** Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or equivalent.

222a. Linear Algebra. Every spring. Spring 1999. Mr. Grobe or Mr.Ward.

Topics include vectors, matrices, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, conics, quadric surfaces, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

223a. Vector Calculus. Every fall. Fall 1998. Mr. Kaplan.

The basic concepts of multivariate and vector calculus. Topics include continuity; the derivative as best affine approximation; the chain rule; Taylor's theorem and applications to optimization; Lagrange multipliers; linear transformations and Jacobians; multiple integration and change of variables; line and surface integration; gradient, divergence, and curl; conservative vector fields; and integral theorems of Green, Gauss, and Stokes. Applications from economics and the physical sciences are discussed as time permits.

Prerequisite: **Mathematics 181.**

224a. Applied Mathematics: Ordinary Differential Equations. Fall 1998. Mr. Levy.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

225a. Probability. Every fall. Fall 1998. Mr. Ward.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181.**

228a. Discrete Mathematical Structures. Every spring. Spring 1999. Mr. Johnson.

An introduction to logic, reasoning, and the discrete mathematical structures that are important in computer science. Topics include propositional logic, types of proof, induction and recursion, sets, counting, functions, relations, and graphs.

Prerequisite: **Mathematics 161** or permission of the instructor.

231a. Algorithms. Every fall. Fall 1998. Mr. Garnick.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Computer Science 231.**)

Prerequisite: **Computer Science 210** and **Mathematics 228,** or permission of the instructor.

242a. Number Theory. Every other fall. Fall 1998. Mr. Johnson.

A standard course in elementary number theory which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

243a. Functions of a Complex Variable. Every other spring. Spring 2000. Mr. Barker.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 171.**

244a. Numerical Methods. Every other spring. Spring 1999. Mr. Levy.

An introduction to the numerical solutions of mathematical problems. Topics include methods for solving linear systems, approximation theory, numerical differentiation and integration, and numerical methods for differential equations. Whenever possible, numerical techniques (using *Mathematica*) are used to solve mathematical problems generated by applied physical examples.

Prerequisite: **Mathematics 181** or **222.**

247a. Geometry. Every other fall. Fall 1999. Ms. Moore.

An introduction to the differential geometry of curves and surfaces. Topics include curvature, geodesics, area, the Gauss map, and the relationship between curvature and topology.

Prerequisite: **Mathematics 181** or permission of the instructor.

249a. Linear Programming and Optimization. Every other fall. Fall 1998. Mr. Fisk.

A survey of some of the mathematical techniques for optimizing various quantities, many of which arise naturally in economics and, more generally, in competitive situations. Production problems, resource allocation problems, transportation problems, and the theory of network flows. Game theory and strategies for matrix games. Emphasis on convex and linear programming methods, but other nonlinear optimization techniques are presented.

Prerequisite: **Mathematics 181.**

255a. Applied Multivariate Statistics. Every other fall. Fall 1999. Mr. Fisk.

An introduction to the techniques of applied multivariate analysis based on matrix algebra and the multivariate normal distribution. Topics to be discussed include discriminant analysis, principal components, factor analysis, canonical correlation, multidimensional scaling, classification, and graphical techniques. Students learn how to run and interpret the output from the statistical package Splus.

Prerequisite: **Mathematics 265.**

262a. Introduction to Algebraic Structures. Every other fall. Fall 1999. Mr. Johnson or Mr. Ward.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 222**.

263a. Introduction to Analysis. Every other fall. Fall 1998. Mr. Barker.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 181.**

264a. Applied Mathematics: Discrete Dynamical Systems. Every other spring. Spring 2000. Mr. Levy.

A study of the very new field of mathematics called discrete dynamical systems. Focuses on simple systems that evolve over time to produce complex and beautiful structures. Topics include chaos, strange attractors, and fractals. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

265a. Statistics. Every spring. Spring 1999. Mrs. Roberts.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225.**

269a. Seminar in Operations Research and Mathematical Models. Every other spring. Spring 1999. Mr. Fisk.

Selected topics in operations research and some of the mathematical models used in economics. Emphasis is on probabilistic models, stochastic processes, and simulation, with applications to decision analysis, inventory theory, forecasting, and queueing theory.

Prerequisite: **Mathematics 225** or permission of the instructor.

287a. Advanced Topics in Geometry. Every other spring. Spring 2000. Ms. Moore.

One or more selected topics from classical geometry, differential geometry, or geometric analysis.

Prerequisite: **Mathematics 247.**

288a. Combinatorics and Graph Theory. Every other spring. Spring 1999. Mr. Fisk.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 228** or **262** or **263,** or permission of the instructor.

289a. Theory of Computation. Every spring. Spring 1999. Mr. Chown.

Examines the theoretical principles that determine how much computational power is required to solve particular classes of problems. Topics include regular and context-free languages; finite, stack, and tape machines; and solvable versus unsolvable problems. (Same as **Computer Science 289.**)

Prerequisite: **Mathematics 228** or permission of the instructor.

302a. Advanced Topics in Algebra. Every other spring. Spring 2000. Mr. Johnson or Mr. Ward.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262.**

303a. Advanced Topics in Analysis. Every other spring. Spring 1999. Mr. Barker.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesgue general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 263.**

304a. Advanced Topics in Applied Mathematics. Every other spring. Spring 1999. Mr. Levy.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, nonlinear optimization, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 224** or **264**.

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 1998. Mrs. Roberts.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 265,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

Music

Professors
Elliott S. Schwartz
Mary Hunter, *Chair*
Associate Professors
Robert K. Greenlee*
James W. McCalla
Visiting Assistant Professor
Catherine Beller-McKenna

Director of the Bowdoin Chorus
Anthony F. Antolini
Director of the Bowdoin Orchestra
Paul Ross
Director of the Bowdoin Concert Band
John Morneau
Lecturer
Peter Garcia

Requirements for the Major in Music

Students who believe they might possibly want to major in music should see the department chair or another faculty member as soon as possible. The courses in the major sequence work best when taken in order; at the same time, students can configure their progress through the major in various ways and with various emphases, so early consultation is strongly advised.

The music major consists of twelve credits: ten classroom courses, one continuous year of lessons on the student's major instrument or an acceptable alternative, and one year of participation in an ensemble or chamber music. Required courses are **Music 101** (or exemption), **200, 201, 202, 303,** and **304.** The remaining four credits must fulfill the following requirements, with the understanding that any one course or independent study may fulfill two or more of these requirements: one course each in American music and in non-Eurocentric music, one course with a focus on composition, one course that concentrates on social or historical context, two "writing intensive" courses, and at least one 300-level course other than **303** or **304.** Writing-intensive courses pay specific attention to the process of writing, either by requiring drafts of papers, or by scheduling assignments with goals explicitly focused on writing. Courses that fill the requirements for music major beyond the "core" and performance credits are listed below. This list may change slightly from year to year as course offerings and content change. Independent studies and thesis work can normally fulfill these requirements, by arrangement with the instructor and the student's advisor. The pamphlet "Majoring in Music at Bowdoin" is available in the department office and explains these requirements in more detail.

Courses in American music:
121, 210, 216, 245

Courses in non-Eurocentric music:
111, 214

Courses with a focus on composition:
245, 261

Courses with a focus on social or historical content:
121, 135, 210, 216, 248, 351

Courses that are writing-intensive:

210, 248, 351 (Other courses offered on a more occasional basis may fulfill this requirement. May also be fullfilled by other history and literature courses by arrangement with the music department.)

We encourage students to undertake an honors project in any branch of music, based on acceptable grades in the major. One semester of a two-semester project may count toward the twelve required credits.

Requirements for the Minor in Music

The minor in music consists of six credits: **Music 101** (or equivalent), and either **200** or **201,** plus three more courses, of which one must be at the 200 or 300 level; and either one consecutive year of lessons or one year's participation in an ensemble or chamber music.

First-Year Seminar

For a full description of the following first-year seminar, see page 130.

10c. American Song. Spring 1999. Mr. McCalla.

Introductory, Intermediate, and Advanced Courses

101c. Theory I: Fundamentals of Music Theory. Every year. Fall 1998. Ms. Hunter.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes, and additional laboratory work in ear training and basic keyboard skills. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester.

103c. The Listening Experience. Every other year. Spring 2000. Mr. Schwartz.

An introductory survey of music, concentrating on the development of perceptive listening. Using a wide range of examples drawn from diverse cultural traditions and historical periods, we will focus on basic elements—melodic contour, rhythm, tone color—and their combining into textures, forms, stylistic patterns, and expressive symbols. The class also considers social contexts, instruments, the rituals of performance, and the changing influence of technology upon music-making and music perception. Attendance at concerts and other performance venues is an integral component of the course. Previous musical experience or the ability to read music is not necessary, as the course is intended for students at all levels.

111c,d. Rhythm! Fall 1999. Mr. Greenlee.

Hearing, notating, analyzing, and performing rhythms of various traditions across the world—such as the rhythmic polyphony of Ghana, the cyclic talas of Hindustani India, or the rumbas of Cuba—in order to study rhythmic organization, transmission, and performance. Labs will include rhythmic dictation and practice on African and Afro-Caribbean percussion. No previous knowledge of music notation required.

121c. History of Jazz. Every other year. Fall 1998. Mr. McCalla.

A survey of jazz from its African-American roots in the late nineteenth century to the present. Emphasis on musical characteristics—styles, forms, types of ensemble, important performers—with some attention to the cultural and social position of jazz in this country and its interaction with other musics. (Same as **Africana Studies 121.**)

Music 130 through **149** are topics courses in specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

131c. Studies in Music Literature: The Concerto. Spring 1999. Mr. Schwartz.

A study of the concerto from its beginning in the Baroque era to the present, including an examination of the genre's unique dramatic and structural characteristics and its historical development. Concertos by Bach, Vivaldi, Mozart, Beethoven, Brahms, Liszt, Bartok, Prokofiev, Copland, and others are discussed.

135c. Topics in Opera: Self and Community. Fall 1998. Mr. McCalla.

Beginning with two so-called "folk operas," Gershwin's *Porgy and Bess* and Mussorgsky's *Boris Godunov,* the class examines operas dealing with the tensions between a community—ethnic, political, or religious—and individual members who somehow stand apart. Other works include Britten's *Peter Grimes,* Verdi's *Don Carlo,* Poulenc's *Dialogues of the Carmelites,* and Wagner's *Meistersinger.*

Note: Since the topic and content change with every offering, **Music 135** may be repeated for credit.

[143c. The Symphony Since Beethoven.]

200c. Musical Practices of the Baroque Period. Every other year. Spring 2000. Ms. Hunter.

A study in the theory, practice, and musical repertory of the Baroque period (ca.1600–ca.1750). The course includes exercises in diatonic harmony and modulation, and compositional and other written exercises related to the music of this period. The principal genres and forms of the era are also surveyed. Three class hours per week plus two laboratory hours weekly in sight-singing and keyboard skills.

Prerequisite: **Music 101** or equivalent.

201c. Musical Practices of the Classical Period. Every other year. Spring 1999. Mr. McCalla.

Study of the theory, pratice, and musical repertory of the Classical Era from Haydn through early Beethoven. The course includes diatonic and chromatic harmony, compositional and other written exercises, practice in sight-singing and keyboard skills, and study of the era's principal genres and forms. Three class hours plus two hours weekly in musicianship skills lab.

Prerequisite: **Music 101** or equivalent.

202c. Musical Practices of the Middle Ages and Renaissance. Every other year. Fall 1998. Ms. Hunter.

A chronological examination of music from Gregorian chant until the High Renaissance repertory (Palestrina, et al.). Students both sing and listen to the music and write short compositions modeled on selected examples from the repertory. The historical contexts for this music are also considered.

Prerequisite or co-requisite: **Music 101** or equivalent.

Music 210 through **220** are topics courses. Course titles and contents may change every semester.

210c. Topics in Jazz History: Jazz on Film. Fall 2000. Mr. McCalla.

A study of the depictions of jazz musicians on film, including concert performances, documentaries, film biographies, narrative shorts, and full-length fictional narratives. Course work includes both viewings and readings about the various films' topics and issues.

Note: Since the topic and content change with every offering, **Music 210** may be repeated for credit.

Prerequisite: **Music 121.**

212c. Choral Music of the Baroque Period. Fall 1998. Ms. Beller-McKenna.

Examines the development of music for chorus in the Baroque period by focusing on works by Handel, Bach, Purcell, Vivaldi, and Lully. Issues of cultural context and national style arise in the study of music from several different countries. The course places particular emphasis on text/music connections as they relate to Baroque ideals and attitudes, and the relationship between music for the operatic stage and music for the church.

214c,d. Singing Across the World. Every other year. Spring 1999. Mr. Greenlee.

A cross-cultural study of vocal practices in non-European traditions, such as throat-singing in Mongolia, polyphony among Baka Pygmies, or vocables in native America. Recorded examples are examined from musical, acoustical, and physiological perspectives.

Prerequisite: Any music ensemble or course in music, or permission of the instructor.

216c. American Music. Fall 1999. Ms. Hunter.

What is "American Music?" What relation does it bear to "music in America?" How have the makers of American music defined themselves as Americans, both within the United States and in relation to other cultures? How does American music negotiate or cross the borders between cultivated and vernacular, black and white, religious and secular, and male and female traditions and histories? How do American musicians make their living today? These questions form the framework of the course, which deals with both "classical" and "popular" music in the United States, concentrating largely on the twentieth century.

Prerequisite: **Music 101** or equivalent, or permission of the instructor.

245c. Composing and Improvising: A Dialogue. Every other year. Fall 1998. Mr. Schwartz.

We consider the creation of original music for diverse instrumental forces, performance of classic post-1945 works for improvisation ensemble, and the relationship between "composition" and "improvisation," including the special roles—within both—of formal design, instrumentation, a broad range of stylistic languages and symbolic notations, and the interaction between creative and interpretive concerns. All students are expected to participate as composers and as performers within a group context. There is at least one public concert by various ensembles drawn from the class enrollment, featuring student compositions and works from the standard new-music repertory.

Prerequisite: **Music 101** or permission of the instructor. Performing experience suggested, but not required.

248c. Music and Gender. Every other year. Spring 1999. Ms. Hunter.

Is Beethoven's ninth symphony a marvel of abstract architecture, culminating in a gender-free paean to human solidarity, or does it model the processes of rape? Why do we expect drummers in both jazz and rock bands to be male? What does the operatic soprano—powerfully-voiced, yet often destined to die—tell us about music and womanhood? Do your own choices about music (as a performer or as a listener) reflect your gender? The course touches on both classical and popular Western music, and uses the musical experiences of students to address a series of questions about the intersections of music and gender. (Same as **Women's Studies 248.**)

303c. Musical Practices of the Romantic Period. Fall 1998. Mr. Schwartz.

Intensive analytical study of selected nineteenth-century works—via scores, recordings, and live performances—to provide social and historical context for Romanticism, and to serve as source material for detailed examination of chromatic harmony, the erosion of functional tonality, the development of cyclic-"organic" formal processes, expansion of the sonata cycle, and the influence of nationalism upon materials, forms, and expressive content. Source materials include songs, piano pieces, chamber music, symphonies, concertos, opera, and choral works, by such composers as Beethoven, Weber, Berlioz, Schubert, Schumann, Mendelssohn, Liszt, Franck, Bizet, Brahms, Dvořàk, Tchaikovsky, Wagner, Verdi, Puccini, and Mahler.

Prerequisite: **Music 200** or **201.**

304c. Musical Practices of the Twentieth Century. Spring 1999. Mr. Schwartz.

Intensive analytical study of selected twentieth-century works—via scores, recordings, and live performances—to provide social and historical context for contemporary developments, and to serve as source material for a detailed examination of serialism, polytonality, and other structural alternatives to functional tonality, new rhythmic and pitch resources, heightened focus upon "texture," the use of collage and quotation, and influences originating outside the Western Art Music tradition. Source materials feature such composers as Debussy, Bartok, Stravinsky, Schoenberg, Berg, Webern, Ives, Cowell, Hindemith, Shostakovitch, Britten, Barber, Cage, Babbitt, Boulez, Stockhausen, Foss, Gubaidulina, Bolcom, Crumb, Ferneyhough, and Oliveros.

Prerequisite: **Music 200** or **201.**

351c. Topics in Music History: Mozart's Operas. Spring 1999. Ms. Hunter.

A close study of the musical habits and the historical and musical contexts of Mozart's operas, from *Idomeneo* through *The Magic Flute.* The course includes analysis of individual oepras, comparison of Mozart's operas to those of his contemporaries (Gluck and Salieri among them), and discussion of both the aesthetic and the social values of these works.

Prerequisite: **Music 303** or permission of the instructor.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. Applied Performance Studies and Chamber Ensembles bear differing course numbers, depending on the semester of study. Lessons, ensembles, and Chamber Ensembles may be taken as non-credit courses.

235c–242c. Individual Performance Studies. Every year.

The following provisions govern applied music for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. **Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate.**
2. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted. Students may enroll only with the consent of the department.
3. Beginning with the second semester of lessons, students must play in a Repertory Class midway through the semester and participate in a Jury at the end of each semester.
4. To receive credit and a grade for Individual Performance Studies, the student must complete two other music credits *within the first two and a half years of study or by graduation, whichever comes first.* At least **one course** must be an **academic course;** the second credit may result from a year's participation in an ensemble. *At least one of these courses must be started by the second semester of the first year of study.*
5. One-half credit is granted for each semester of study. To receive credit, students must sign up in the Office of Student Records and the Music Department office at the beginning of **each** semester.
6. Students taking lessons pay a fee of $300 for twelve one-hour lessons per semester; in their junior and senior years, music majors may take four half-credits (four semesters) of lessons free of charge, and music minors may take two half-credits (two semesters) free of charge. In some cases, the student may have to travel off campus to receive instruction. Instruction is offered as available on orchestral and chamber instruments for which a significant body of written literature exists.

7. Student Recitals. Subject to permission of the instructor and contingent upon a successful audition in the Music Department, any student may give a recital. However, due to limited funds for paid accompanists, anyone needing an accompanist for a recital during the year must sign up in the Music Office **before Thanksgiving break.** You will notified of the amount the department can allocate for an accompanist by the end of the fall semester. Any extra work with your accompanist will have to be paid by you.

Instructors for 1998–99 include Julia Adams (viola), Charles Bechler (jazz piano), Linda Blanchard (voice), John Bowden (French horn), Naydene Bowder (piano and harpsichord), Neil Boyer (oboe), Judith Cornell (voice), Ray Cornils (organ), John Johnstone (classical and jazz guitar), Charles Kaufmann (bassoon), Stephen Kecskemethy (violin), Shirley Mathews (piano and harpsichord), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Betty Rines (trumpet), Paul Ross (cello), George Rubino (bass), Bonnie Scarpelli (voice), Krysia Tripp (flute), and Scott Vaillancourt (trombone and tuba).

Ensemble Performance Studies. Every year.

221c–228c. Concert Band. Mr. Morneau.

251c–258c. Chorus. Mr. Antolini.

261c–268c. Orchestra. Mr. Ross.

271c–278c. Chamber Choir. Mr. Greenlee.

281c–288c. Chamber Ensembles. The Department.

The following provisions govern ensemble:

1. Students are admitted to an ensemble only with the consent of the instructor.
2. One-half credit is granted for each semester of study. To receive credit, the student must sign up in the office of Student Records.
3. Grade is Credit/Fail.
4. Ensembles meet regularly for a minimum of three hours weekly; ensemble directors establish appropriate attendance policies.
5. All ensembles require public performance.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Neuroscience

Administered by the Neuroscience Committee; Patsy S. Dickinson, *Chair*
(See committee list, page 304.)

Requirements for the Major in Neuroscience

I. Core Courses

A. Biology:
Biology 104a, Introductory Biology.
Biology 253a, Comparative Neurobiology.
Biology 306a, Neuroethology, *or*
Biology 214a, Comparative Physiology, *or*
Biology 323a, Topics in Neuroscience.

B. Psychology:
Psychology 101b, Introduction to Psychology.
Psychology 247a, Physiological Psychology.

and two of the following:

Psychology 270b, Cognition.
Psychology 245a, Human Neuropsychology.
Psychology 273a, Sensation and Perception.
Psychology 312a, Cognitive Neuroscience.

C. Chemistry:
Chemistry 225a, Elementary Organic Chemistry.

D. Statistics/Mathematics:
Psychology 250b, Statistical Analysis, *or*
Mathematics 165a, An Introduction to Statistics and Data Analysis.
Note: **Psychology 250** is a prerequisite for certain psychology courses.

II. Additional Courses Required

In addition to the nine core courses, two courses are required from the lists below, at least one of which must be in biology.

A. Biology:
212a, Genetics and Molecular Biology.
214a, Comparative Physiology.
217a, Developmental Biology.
256a, Cell Biology.
261a, Biochemistry I.
304a, Topics in Biochemistry (with approval).
306a, Neuroethology.
321a, Advanced Physiology.
325a, Topics in Neuroscience.

B. Psychology:

- **210b, Infant and Child Development.**
- **214b, Learning and Behavior.**
- **245a, Human Neuropsychology.**
- **260b, Abnormal Personality.**
- **270b, Cognition.**
- **271b, Language Development.**
- **273a, Sensation and Perception.**
- **310b, Clinical Psychology.**
- **312a, Cognitive Neuroscience.**
- **314a, Visual Neuroscience.**
- **361b, Children's Learning and Cognitive Development.**

C. Computer Science:

- **101a, Introduction to Computer Science, science emphasis section.**

III. Recommended Courses

- **Philosophy 225c, The Nature of Scientific Thought.**
- **Physics 103a, Introductory Physics I.**
- **Sociology 251b, Sociology of Health and Illness.**

Philosophy

Professor
Denis J. Corish, *Chair, Spring semester*
Associate Professor
Lawrence H. Simon,** *Chair, Fall semester*

Assistant Professors
Scott R. Sehon
Matthew F. Stuart

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111** and **112**; **Philosophy 223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of the following first-year seminars, see page 131.

[10c. Philosophy of Religion.]

11c. Free Will. Spring 1999. Mr. Corish. Fall 1999. Mr. Stuart.

[13c. The Souls of Animals.]

[17c. Philosophy, Poetry, and Science.]

19c. Hellenistic Philosophy. Fall 1998. Mr. Stuart.

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Fall 1998. Fall 1999. Mr. Corish.

The sources and prototypes of Western thought. Emphasis on the pre-Socratic philosophers Plato and Aristotle.

112c. Early Modern Philosophy. Spring 1999. Spring 2000. Mr. Stuart.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, God's relation to the world, and the free will problem. Readings from Descartes, Leibniz, Hume, Kant, and others.

[136c. Environmental Analysis: Concepts, Institutions, Values, and Policy.]

142c. Philosophy of Religion. Fall 1999. Mr. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and morality? Between religion and science? The course approaches these and related questions through a variety of historical and contemporary sources, including Anselm, Aquinas, Descartes, Hume, Ayer, and Wittgenstein.

[152c. Death.]

Intermediate Courses

With the exception of **Philosophy 200** and **234,** intermediate courses are open to all students without prerequisite.

200c. Nineteenth-Century Philosophy: Post-Kantians. Fall 1999. Mr. Simon.

A study of philosophical developments in the nineteenth century that have had an important influence on contemporary thought: Kant; the development of idealism through Fichte and Hegel; and reactions to Hegel by Marx and Nietzsche. Focus on issues in political philosophy and philosophy of history.

Prerequisite: **Philosophy 112** or permission of the instructor.

210c. Philosophy of Mind. Fall 1998. Mr. Sehon.

We see ourselves as *rational agents:* we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will—or moral responsibility—if determinism is true? Readings primarily from contemporary sources.

221c. History of Ethics. Spring 2000. Mr. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in classic texts including works of Aristotle, Hume, Mill, Kant, and Nietzsche.

222c. Political Philosophy. Fall 2000. Mr. Simon.

Examines some of the major issues and concepts in political philosophy, including political obligation and consent, freedom and coercion, justice, equality, democracy, and the nature of liberalism. Readings primarily from contemporary sources.

223a. Logic and Formal Systems. Fall 1998. Fall 2000. Mr. Sehon.

An introduction to the concepts and principles of symbolic logic, including their application to arguments in natural language. Topics include: validity, logical truth, truth-functional and quantificational inference, formal languages and formal systems, proof procedures, and the theory of classes. No background in mathematics is presupposed.

225c. The Nature of Scientific Thought. Spring 1999. Mr. Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction are studied. The readings include such authors as Burtt, Butterfield, Duhem, Hempel, Koyré, Kuhn, Nagel, Poincaré, Popper, and Toulmin, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

226c. Epistemology. Fall 1998. Mr. Stuart.

What is knowledge? Do we have any? A survey of recent work in the theory of knowledge. Topics include skepticism, the problem of induction, self-knowledge, and religious knowledge.

227c. Metaphysics. Spring 2000. Mr. Stuart.

Metaphysics deals with questions about the ultimate nature of reality. We focus on recent work centered around the notion of identity. We begin with discussions of several ancient puzzles about the identities of physical objects, and then move on to questions about the identities of persons and the boundaries between kinds: What makes me the same person as that kid in my baby pictures? Are the boundaries between species a real feature of the world, or do they merely reflect our interests?

[234c. Introduction to Medieval Philosophy.]

237c. Philosophy of Language. Spring 2000. Mr. Sehon.

The Logical Positivists believed that they could decisively resolve most traditional philosophical disputes through insight into the nature of language. This course examines and evaluates the views of this extremely influential movement. During the second half of the semester, we study the aftermath of positivism as seen in the works of W. V. O. Quine, Hilary Putnam, and Saul Kripke. Topics include: the relationship between language and reality, the nature of truth, and the tasks of philosophy.

241c. Philosophy of Law. Spring 1999. Mr. Sehon.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights (e.g., contraception, abortion, and the right to die); the legitimacy of restrictions on speech and expression (e.g., pornography, hate speech); the nature of equality rights (e.g., race and gender); and the right to liberty (e.g., homosexuality).

246c,d. Philosophy of Architecture: A Dialogical Perspective. Fall 1998. Mr. Nishiuchi.

Analyzes the architecture of *chashitsu* (the Japanese tea-house) in light of Martin Heidegger and contemporary American philosophy (Harries, Krell, Sallis, etc.). The comparative analysis explores the poetic and ethical way of dwelling. (Same as **Asian Studies 246.**)

258c. Environmental Ethics. Spring 2000. Mr. Simon.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. Not open to first-year students. (Same as **Environmental Studies 258.**)

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

331c. Plato. Spring 2000. Mr. Corish.

A study of some of the principal dialogues of Plato, drawn chiefly from his middle and later periods. The instructor selects the dialogues that will be read, but topics to be studied depend on the particular interests of the students.

Prerequisite: **Philosophy 111** or permission of the instructor.

332c. The Origins of Analytic Philosophy. Spring 2000. Mr. Sehon.

An examination of the beginnings of analytic philosophy. The course examines the major works from the period 1879–1921 of the three progenitors of this philosophical movement: Gottlob Frege, Bertrand Russell, and Ludwig Wittgenstein. Topics include objectivity and truth, logic and inference, and the foundations of mathematics.

Prerequisite: **Philosophy 223** or permission of the instructor.

[334c. Topics in Medieval Philosophy.]

335c. The Philosophy of Aristotle. Fall 1998. Mr. Corish.

A textual study of the basics of Aristotle's philosophy. Aristotle's relationship to Plato, his criticism of the Platonic doctrine of Forms, and Aristotle's own doctrines of substance, causation, actuality, potentiality, form, and matter are discussed. Some of the Aristotelian disciplines of logic, physics, metaphysics, psychology, and moral philosophy are examined in terms of detailed specific doctrines, such as that of kinds of being, the highest being, the soul, and virtue.

Prerequisite: **Philosophy 111** or permission of instructor.

336c. Spinoza's *Ethics*. Spring 1999. Mr. Stuart.

A careful study of the seventeenth-century masterpiece. Spinoza was vilified as an atheist by some, heralded as the "God-intoxicated philosopher" by others. His *magnum opus* is concerned as much with metaphysics as with morality, exploring such topics as substance, God, the nature of mind, freedom and determinism, the foundations of ethics, and the structure of human motivation.

Prerequisite: **Philosophy 112** or permission of the instructor.

[338c. Kant.]

340c. Contemporary Ethical Theory. Fall 1998. Mr. Simon.

Examines debates in recent ethical theory and normative ethics. Possible topics include realism and moral skepticism, explanation and justification in ethics, consequentialism and its critics, relativism, whether morality is overly demanding, the sources of normativity, and the relation of ethics to science.

Prerequisite: **Philosophy 112** or **221,** or permission of the instructor.

342c. Quine and Davidson. Spring 1999. Mr. Sehon.

W. V. O. Quine and Donald Davidson are perhaps the two most influential and important philosophers alive today; their writings have challenged and reshaped the empiricist tradition. The course closely examines their views on a number of topics, including the nature of knowledge, the nature of mind, language and meaning, existence, truth, and the status of philosophy. Some prior exposure to formal logic (e.g., **Philosophy 223**) would be helpful.

344c. Philosophy of Time. Fall 1999. Mr. Corish.

The question of time and its status (Is it real? What sort of existence does it have?) continues to fascinate modern as it did ancient philosophers. In this course we look at some ancient views of time (Plato and Aristotle), early modern views (Newton and Leibniz), and some contemporary disputed questions, such as whether time is to be thought of in such terms as "earlier/later," or rather in such terms as "past/present/future."

345c. Locke's *Essay*. Fall 1999. Mr. Stuart.

Locke's *Essay Concerning Human Understanding* (1690) is one of the cornerstones of modern empiricism, and a book that richly repays the sort of careful reading we undertake. Topics include the source of our ideas, primary and secondary qualities, freedom and determinism, personal identity, natural kinds, the existence of God, and the extent of human knowledge.

[392. Advanced Topics in Environmental Philosophy.]

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Physics and Astronomy

Associate Professors	*Assistant Professors*	*Teaching Associate*
Dale A. Syphers	Madeleine E. Msall	David L. Roberts
James H. Turner, *Chair*	Stephen G. Naculich	
	Visiting Assistant Professor	
	Ari W. Epstein	

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page 43. A major student with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161, 171, Physics 103, 104, 223, 229**, and four more approved courses, one of which may be **Mathematics 181** or above. At least five physics courses taken at Bowdoin are required.

For honors work, a student is expected to complete **Mathematics 181** and **Physics 103, 104, 223, 229, 300, 310, 451,** and four more courses, one of which may be in mathematics, above **Mathematics 181.** Students interested in interdisciplinary work may, with permission, substitute courses from other departments. **Geology 265** is an approved physics course.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin courses numbered **103** or higher, at least one of which is **Physics 104, 223,** or **229.**

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See pages 162–63.

Introductory, Intermediate, and Advanced Courses

62a. Contemporary Astronomy. Spring 1999. The Department.

A mix of qualitative and quantitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories. Enrollment limited to 50 students. Students who have taken or are concurrently taking **Physics 103** will not receive credit for this course.

63a. Physics of the Twentieth Century. Every fall. Fall 1998. Mr. Epstein.

Explores the growth of twentieth-century physics, including theoretical developments like relativity, quantum mechanics, and symmetry-based thinking, and the rise of new subdisciplines such as atomic physics, condensed-matter physics, nuclear physics, and particle physics. Some attention is given to the societal context of physics, the institutions of the discipline, and the relations between "pure" and "applied" physics. Enrollment is limited to fifty students. Students who have taken or are concurrently taking **Physics 103** will not receive credit for this course. Familiarity with standard secondary school mathematics is required.

80a. Light and Color. Every spring. Spring 1999. Mr. Naculich. *(Pending faculty approval.)*

An introduction to the physics of light and color. Explores the dual nature of light as wave and particle, the different physical and chemical causes of color in nature, and how light and color are perceived by the eye and brain. Topics include rainbows, mirages, the color of the sky, and other natural phenomena, as well as technological applications such as cameras, telescopes, color television monitors. These and other examples are used to illustrate the optical phenomena of reflection, refraction, interference, diffraction, polarization, scattering, and fluorescence. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course.

103a. Introductory Physics I. Every semester. Fall 1998. Mr. syphers and Ms. Msall. Spring 1999. Mr. Syphers.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. The course shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher. Students who have taken or who are concurrently taking **Chemistry 251** will not receive credit for this course. The fall semester is intended for first- and second-year students. Juniors and seniors are strongly encouraged to take this course in the spring.

104a. Introductory Physics II. Every semester. Fall 1998. Mr. Naculich. Spring 1999. Ms. Msall.

An introduction to the interactions of matter and radiation. Topics include: the classical and quantum physics between electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

162a. Stars and Galaxies. Every spring. Spring 1999. Mr. Syphers.

A quantitative, non-calculus introduction to astronomy, with emphasis on stars and the structures they form, from binary stars to super clusters of galaxies. Topics covered include white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. This course is open without prerequisite to everyone, including science majors.

223a. Electric Fields and Circuits. Fall 1998. Mr. Turner.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear network theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement. Three hours of laboratory work per week.

Prerequisite: **Physics 104** and **Mathematics 171** or higher, or permission of the instructor.

229a. Statistical Physics. Fall 1998. Mr. Turner.

The course develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, absolute temperature, and the canonical distribution. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** and **Mathematics 171** or higher, or permission of the instructor.

240a. Modern Electronics. Spring 1999. Mr. Turner.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics will include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: A grade of at least C in **Physics 103.**

250a. Acoustics. Fall 1998. Ms. Msall.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, to give the student a technical understanding of our aural experiences.

Prerequisite: A grade of at least C in **Physics 103.**

255a. Physical Oceanography. Spring 1999. The Department.

An introduction to physical oceanography, and surface and internal waves. Some attention is given to the problems of instrumentation and the techniques of measurement.

Prerequisite: A grade of at least C in **Physics 103.**

262a. Astrophysics and Celestial Mechanics. Spring 2000. Mr. Turner. *(Pending faculty approval.)*

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

Topics to be arranged by the student and the staff. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Every spring. Spring 1999. Mr. Naculich.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Mathematics 181** or **223,** and **Physics 104,** or permission of the instructor.

310a. Introductory Quantum Mechanics. Every fall. Fall 1998. Mr. Naculich.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

Prerequisite: **Physics 300.**

320a. Electromagnetic Theory. Every other fall. Fall 1999. The Department.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300,** or permission of the instructor.

350a. Solid State Physics. Spring 2000. Ms. Msall.

The physics of solids, including crystal structure, lattice vibrations, and energy band theory.

Prerequisite: **Physics 310.**

370a. Advanced Mechanics. Every other fall. Fall 1998. Mr. Epstein.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

380a. Atoms, Nuclei, and Particles. Usually every other spring.
Spring 1999. Mr. Turner.

The phenomenology of elementary particles and of nuclei, their structure and interactions, the application of symmetry principles, and the experimental methods used in these fields.

Prerequisite: **Physics 310.**

401a–404a. Advanced Independent Study. The Department.

Topics to be arranged by the student and the staff. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, the physics of metals, general relativity, nuclear physics, and particle physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: **Physics 310.**

Psychology

Professors	*Associate Professors*	*Visiting Assistant Professors*
Barbara S. Held	Suzanne B. Lovett	Eileen J. Achorn
Louisa B. Slowiaczek, *Chair*	Paul E. Schaffner	Daniel D. Kurylo
Melinda Y. Small		

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 179–80). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and physiological psychology to interpersonal relations, psychopathology, and problem solving. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises nine courses numbered 100 or above. These courses are selected by students with their advisors and are subject to departmental review. The nine courses include **Psychology 101, Psychology 250;** two laboratory courses numbered **260–279** (completed, if possible, before the senior year); two advanced (300-level) courses; and three electives numbered 200 or above. Independent study courses at any level count as electives, but do not count toward the required laboratory courses or the two advanced courses. A grade of C or better must be earned in all courses counted toward the major. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 250** during the spring of their first year or the fall of their second year. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and should plan to enroll in two 300-level courses after returning to campus. Students should consult with members of the department in planning their off-campus study program and in seeking credit for courses toward the major; laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises five courses numbered 100 or above, including **Psychology 101, Psychology 250,** and one psychology laboratory course. A grade of C or better must be earned in all courses counted toward the minor.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 210, 214, 219, 270,** and **361;** these courses cover the topics usually included in educational psychology. In addition, prospective teachers may find **Psychology 211, 212, 271,** and **320** compatible with their interests and helpful in their preparation for teaching.

Requirements for the Major in Neuroscience

See Neuroscience, pages 179–80.

COURSES IN PSYCHOLOGY

Introductory Course

101b. Introduction to Psychology. Every fall and every spring.
The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every spring. Ms. Lovett.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment. Students have the option of either: a) participating in a three-hour weekly practicum at a local daycare center, or b) planning and conducting research projects.

Prerequisite: **Psychology 101.**

211b. Personality. Every fall. Ms. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

212b. Social Psychology. Every fall. Mr. Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101.**

[213b. Adult Development and Aging.]

[214b. Learning and Behavior.]

215b. Adolescent Development. Fall 1998. Ms. Achorn. *(Pending faculty approval.)*

An in-depth examination of theory and research relevant to adolescent development. Topics include physical, cognitive, and moral development; identity formation; adolescent sexuality; and problems of adolescence: delinquency, substance abuse, and teen pregnancy.

Prerequisite: **Psychology 101.**

219b. Human Learning, Memory, and Thinking. Every spring. Ms. Small.

The factors that influence our acquisition and use of knowledge and cognitive skills are examined. Topics include attention, intelligence, imagery, comprehension, cognitive strategies, individual differences, motivation, problem solving, and creativity. Not open to students who have taken **Psychology 270.**

Prerequisite: **Psychology 101.**

242b. Group Dynamics. Every spring. Mr. Schaffner.

A survey of theory and research on behavior in and toward groups. Topics include compresence effects, group development, problem solving, influence, leadership, identity, and impersonal public relations.

Prerequisite: **Psychology 101** or **Sociology 101.**

245a. Human Neuropsychology. Fall 1998. Mr. Kurylo.

A survey of the effects of brain injury on an individual's psychological functioning. Neurological disorders such as stroke, penetrating head injury, closed head injury, and neurodegenerative diseases are examined. Emphasis is placed on the clinical assessment of changes and impairments in psychological functioning that result from injury. Students participate in a simulated assessment of patients with neurological disorders.

Prerequisite: **Psychology 101** or **Biology 104.**

247a. Physiological Psychology. Every spring. Mr. Kurylo.

An introductory survey of the biological correlates of basic psychological processes. An examination is first made of neural physiology and central nervous system anatomy. Topics then include sensory/motor systems, mechanisms of sleep, memory, split-brain patients, effects of psychoactive drugs, and the physiological basis of thought disorders. Demonstrations of brain anatomy and cortical activity are provided.

Prerequisite: **Psychology 101** or **Biology 104.**

250b. Statistical Analysis. Every fall. Ms. Lovett. Every spring. Ms. Achorn.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year. Enrollment limited to 32 students.

Prerequisite: **Psychology 101**.

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Personality. Every spring. Ms. Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

> **259b.** Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.
>
> Prerequisite: **Psychology 101** and **211.**
>
> **260b.** Laboratory course credit. Enrollment limited to fourteen students, who will participate in a supervised practicum at a local psychiatric unit.
>
> Prerequisite: **Psychology 101, 211,** and **250.**

270b. Cognition. Every fall. Ms. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, which includes attention, memory, comprehension, thinking, and problem solving. Laboratory work, including experimental design.

Prerequisite: **Psychology 101** and **250.**

271b. Language Development. Every spring. Ms. Lovett.

Major aspects of how we produce and understand language are considered by examining research and theory concerning how language develops in both normal and atypical populations and how early language is similar to and different from adult language. Students design and execute research projects in weekly laboratory work.

Prerequisite: **Psychology 101, 210,** and **250**.

272b. Research in Social Behavior. Every fall. Mr. Schaffner.

Lectures address research design and methodology in social and personality psychology. Weekly laboratory sessions allow students to conduct a series of empirical studies.

Prerequisite: **Psychology 211**, **212,** or **242,** and **250.**

273a. Sensation and Perception. Every spring. Mr. Kurylo.

A survey of phenomena and issues related to perception and sensory psychology. Topics include experimental measurements; perceptual qualities such as color, form, pitch, touch, and pain; and the influence of early experience and attention. There will be a weekly lab.

Prerequisite: **Psychology 101** and **250.**

Advanced Courses

[300b. Topics in Psychology: The Psychology of Language and Communication.]

310b. Clinical Psychology. Every fall. Ms. Held.

The history and development of clinical psychology, including an emphasis on current controversies regarding professional issues. Major portions of the course are devoted to theory and research concerning psychological assessment and systems of psychotherapy.

Prerequisite: **Psychology 211, 250,** and **260.**

[311b. History of Psychology.]

[312a. Cognitive Neuroscience.]

[314a. Visual Neuroscience.]

[320b. Social Development.]

325b. Organizational Behavior. Every spring. Mr. Schaffner.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: **Psychology 101** and **250**, one psychology course numbered **260–279**.

361b. Children's Learning and Cognitive Development. Every fall. Ms. Small.

Examines the development of mental representation, learning, and cognitive processes from infancy to early adulthood. Emphasis on experimental research and related theories of cognitive development and learning. Topics include perception, memory, beliefs, comprehension, learning strategies, reasoning, and problem solving.

Prerequisite: **Psychology 210** or **219,** and **250.**

291b–294b. Intermediate Independent Study.

401b–404b. Advanced Independent Study and Honors.

Religion

Professors
John C. Holt, *Chair*
Burke O. Long
Associate Professor
Irena S. M. Makarushka†

Joint Appointment with Africana Studies
Assistant Professor Eddie S. Glaude, Jr.
Visiting Instructor
Elizabeth A. Pritchard

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least eight courses in religion approved by the department. Required courses include **Religion 101** (Introduction to the Study of Religion); three courses at the 200 level distributed so as to include the study of Western religions and cultures as well as Asian religions and cultures; and one advanced topics seminar numbered 390. In addition, candidates for honors must register for a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. **Religion 101** should be taken by the end of the sophomore year. In order to enroll in the 390-level seminar, a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified nonmajors with permission of the instructor. Normally, no more than three courses taken at other college or universities will count toward the major.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from the major seminar (**Religion 390** or higher) as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101,** four courses at the 200 level or higher; among these electives beyond **Religion 101,** at least one course shall be in Western religions and cultures and one in Asian religions and cultures.

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of the following first-year seminars, see page 131.

12c. Religion and Literature in Modern South Asia. Spring 1999. Mr. Holt. (Same as **Asian Studies 12.**)

15c. Feminist Studies in Religion. Fall 1998. Ms. Pritchard. (Same as **Women's Studies 14.**)

Introductory Course

101c. Introduction to the Study of Religion. Fall 1998. Mr. Long. Spring 1999. Ms. Pritchard.

Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations.

Intermediate Courses

200c. Judaism in American Culture. Spring 1999. Mr. Long.

An introductory study of Jewish experience expressed through family and community, in private and in public. Primary material drawn from novels, poetry, film, and interpretations of classic religious texts. Attention given to enduring models of Judaism, especially in the light of the Holocaust; secular and religious Zionist politics; and movements for gender equality.

204c. The Bible in Literary Focus. Spring 1999. Mr. Long.

An introductory study of narratives and poems from the Old and New Testaments. Emphasis on the diversity of material in the Bible and the multiple interpretations, religious and secular, that emerge when using various approached to literary study. Attention also given to re-reading of the Bible by William Faulkner, Zora Neale Hurston, John Milton, Flannery O'Connor, and others.

220c,d. Hinduism. Fall 1998. Mr. Holt.

A study of traditional Hindu culture (philosophy, mythology, art, ritual, yoga, devotionalism, and caste) in the ancient and medieval periods of India's religious history. (Same as **Asian Studies 240**.)

221c,d. Religion in Medieval and Modern India. Spring 1999. Mr. Holt.

A study of popular Hindu *bhakti* (devotional) movements as they emerge to challenge brahmanical orthopraxy, the introduction and acculturation of Islam, the rise of Sikhism, the nineteenth-century Hindu reform in reaction to the British raj, Gandhi's religio-political thought, and contemporary issues in the understanding of Hinduism as they can be adduced from a reading of selective works of fiction. (Same as **Asian Studies 241.**)

[222c,d. Buddhist Thought.]

244c,d. Zen Aesthetics. Spring 2000. Mr. Nishiuchi.

A study of ego-consciousness in Zen thought and its artistic expression in Zen painting, *Nô* theater and *Haiku* poetry. Heidegger's critique of modern aesthetics, in which he argues that consciousness is spaceless and self-reflective, are considered in our analyses. All texts in English translation. (Same as **Asian Studies 244.**)

245c,d. The Ritual Body: Zen and Postmodernity. Spring 1999. Mr. Nishiuchi.

Investigates the ritual existentiality of sentient beings in the theoretical encounter among Dogen (Japanese Zen monk), Nietzsche (German philosopher), and Brook (English dramatist). The investigation focuses on the aesthetics of rite in connection with being, action, and community. (Same as **Asian Studies 245.**)

246b. Religion and Politics. Spring 1999. Mr. Franco.

An examination of the relationship between religion and politics—the so-called theologico-political question—primarily in the modern world. After briefly examining the classical and medieval background, the course will focus on the tension between and eventual separation of church and state in the early modern period (roughly from the sixteenth to the eighteenth centuries). The course concludes with a consideration of the aftermath of this historic separation of church and state, looking at recent Supreme Court cases as well as contemporary discussion of the relationship betweeen religion and politics. Authors include Aquinas, Machiavelli, Luther, Calvin, Hobbes, Spinoza, Locke, Montesquieu, Rousseau, Jefferson, and Tocqueville. (Same as **Government 246.**)

Prerequisite: One course in political philosophy, or permission of the instructor.

249b. Western Religious Thought. Fall 1998. Ms. Pritchard.

An examination of selected texts and authors primarily from Christianity and Judaism, but also from Islam. Focus on the issue of whether it is possible or permissible to obtain knowledge of the divine (and perhaps be able to see or depict the divine) and how the resolution of this issue is connected to the authors' conception of redemption, ethics, and, in some instances, politics. Further examination of how this issue frames the monotheistic traditions' views of one another and of other traditions, e.g., as evidencing idolatry, "backwardness," "fundamentalism," and violence. Course addresses differences and similarities across and within these Abrahamic traditions and situates works within their historical contexts. It is expected that students will become familiar with prevalent theological conceptions and the ethical frameworks that flow from them, and that they will gain a more complex understanding of the terms "Western" and "religious."

[260c,d. Religious History of African Americans.]

261c. Prophecy and Social Criticism in the United States. Fall 1998. Mr. Glaude.

Examination of the religious and philosophical roots of prophecy as a form of social criticism in American intellectual and religious history. Max Weber, Eric Voeglin, Sacvan Bercovitch, and Michael Walzer serve as key points of departure in assessing prophetic criticism's insights and limitations. Focus on the role of black prophetic critics such as James Baldwin, Martin L. King, Jr., and Cornel West in confronting issues of race, economic disparity, and mass culture, and themes such as American exceptionalism and white supremacy. (Same as **Africana Studies 251.**)

[262c,d. Race and African-American Thought.]

263c,d. Race, Nation, and Modernity. Spring 1999. Mr. Glaude.

Exploration of the concept of nation in the popular and political imagination of nineteenth and twentieth century African-American intellectuals. Focus on key figures of each period and on historical events that track the various uses of the word. Emphasis on the processes of transfer that take place between religious and racial identities that yield the national community are explored from two distinctive angles: white and black America. (Same as **Africana Studies 263.**)

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Courses may be repeated for credit with the contents changed. Religion 390 is required for majors, and normally presupposes that four of eight required courses have been taken.

315c. Choosing My Religion: Consent and Coercion in Religious Thought and Practice. Spring 1998. Ms. Pritchard.

Examines the ways in which religious texts and texts about religion reflect implicit or explicit understandings and behaviors that are associated with or have informed Western notions of consent, agency, submission, and coercion. Aims of the course are to gain a more sophisticated understanding of these terms, to evaluate how they intersect with questions of blame, responsibility, and power, and to broaden the parameters of what it is that constitutes "religion." Authors include Euripides, Teresa of Avila, William Janes, and Emmanuel Levinas.

[323c,d. Buddhism, Culture, and Society in South and Southeast Asia.]

330c. Religion and American Pragmatism. Spring 1999. Mr. Glaude.

An examination of the "religious" dimensions of American Pragmatism, focusing primarily (but not exclusively) on the work of William James and John Dewey. How do these thinkers understand and respond to the prevalence of evil? Death? Is God important to their thoughts? Topics also include their views of experience, piety, and nature.

382c,d. Paradigms and Problems in South Asian Religions. Fall 1998. Mr. Holt.

A close reading and discussion of recently published, well-written, and well-reviewed scholarly monographs that identify new theoretical problems or significantly advance research paradigms on the following topics: women's religious experience in Tantric Buddhism and in contemporary village Hinduism, religio-political identity and communal violence, the rise of Islam in India, and wealth and renunciation. (Same as **Asian Studies 382.**)

390c. Advanced Topics in Religion.

> **Sacred Texts in Comparative Perspective.** Fall 1998. Mr. Long.
>
> A study of how sacred texts are used and understood in their specific cultural settings. Explores the diversity of form (oral, written, and visual), fluidity of boundary (open and closed canons, canons within canons), and multiplicity of interpretative strategies through which indigenous scholars as well as outsiders explain and translate received tradition to their contemporaries. Case studies drawn from Western and Eastern cultures, along with readings in various theories of interpretation.
>
> Prerequisite: Four courses in religion or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Romance Languages

Professors
John H. Turner
William C. VanderWolk
Associate Professors
Janice A. Jaffe, *Chair*
Robert R. Nunn

Assistant Professors
Marie E. Barbieri
Leakthina Ollier†
Enrique Yepes
Visiting Assistant Professors
Marco L. Dorfsman
Laurence C. Huughe
Margaret Spires

Lecturer
Rosa Pellegrini
Teaching Fellows
Hélène Cornou
Jorge Martínez
Julien Tauban

The Department of Romance Languages offers courses in French and Spanish language, literature, and culture. Italian language courses through the intermediate level are also offered. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking and Spanish-speaking worlds through a curriculum designed to prepare students either for international work or for graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors should also have a strong record in other courses in the department.

Requirements for Majors in Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Spanish, and Italian). All majors are expected to achieve breadth in their knowledge of the French- and Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as Art History, Latin American Studies, History, English, and Africana Studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**.

Majors in French will complete at least two of the following three courses before taking 300-level topics courses: **French 208, 209,** and **210** (or their equivalent in a study-abroad program). Spanish majors will complete at least three of the following four courses before taking 300-level topics courses: **Spanish 207, 208, 209,** and **210** (or their equivalent in a study-abroad program). Students who do not take **French 209** or **Spanish 209** are strongly advised to take a 300-level course that deals with pre-1800 French or Hispanic literature and culture.

During their senior year, all majors will take a seminar, either **French 351** or **Spanish 351.** For students majoring in Romance languages, the nine courses above **204** required for the major will include either **209** or **210** (or their equivalent in a study-abroad program) in two languages, one culture course (**207** or **208**) in both Spanish and French, plus one senior seminar. In Spanish, French, and Romance languages all majors will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Prospective majors are expected to have completed **French** or **Spanish 205** and either **207, 208, 209,** or **210** before the end of their sophomore year.

Spanish Major Requirements	**French Major Requirements**
1. nine courses above **Spanish 204**	1. nine courses above **French 204**
2. three of the following four courses (or the equivalent in study abroad) **Spanish 207** **Spanish 208** **Spanish 209** **Spanish 210**	2. two of the following three courses: (or the equivalent in study abroad) **French 208** **French 209** **French 210**
3. **Spanish 351** (senior seminar)	3. **French 351** (senior seminar)

Romance Languages Major Requirements

1. nine courses above **204,** including three courses at the 300-level
2. **Spanish 209** or **210**
(or the equivalent in study abroad)
3. **French 209** or **210**
(or the equivalent in study abroad)
4. one of the following courses:
Spanish 207
Spanish 208
French 208
5. one senior seminar

Requirements for Minors in Romance Languages

Students may declare a minor in French or Spanish. The minor consists of three Bowdoin courses in one language above **204.**

Placement

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

FRENCH

101c. Elementary French I. Every fall. Fall 1998. Ms. Huughe.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three hours per week, plus regular language laboratory assignments and conversation sessions. Primarily open to first- and second-year students who have had two years or less of high school French. *A limited number of spaces are available for juniors and seniors.*

102c. Elementary French II. Every spring. Spring 1999. The Department.

A continuation of **French 101.** A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three hours per week, plus regular language laboratory assignments and conversation sessions.

Prerequisite: **French 101** or equivalent.

203c. Intermediate French I. Every fall. Fall 1998. Ms. Spires.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 1999. The Department.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 1998. The Department.

An introduction to a variety of writing styles and aspects of French culture through readings of literary texts, magazines, and newspapers. Emphasis on student participation, including short presentations and frequent short papers.

Prerequisite: **French 204** or placement.

208c. French and Francophone Cultures. Spring 1999. The Department.

An introduction to contemporary France and the French-speaking world as represented in literature, film, other arts, and the media. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country. Conducted in French.

209c. Introduction to the Study and Criticism of Pre-Revolutionary French Literature. Fall 1998. Mr. Nunn.

A chronological introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movement in their cultural and historical contexts.

Prerequisite: **French 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern French Literature. Spring 1999. Mr. VanderWolk.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or permission of the instructor.

[315c. French Drama I.]

[316c. Modern French Theater: French Theater Production.]

[317c. The French Novel in the Nineteenth Century.]

319c. French Women Writers. Fall 1999. Ms. Ollier.

An exploration of female identity and narrative through the fictional and autobiographical writings of twentieth-century French women authors. Focuses on the representation of love, desire, the mother-daughter relationship, alienation, and transgression. Writers may include Colette, Simone de Beauvoir, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar, Christine Rochefort, Annie Ernaux, and Danièle Sallenave.

Prerequisite: Two of the following: **French 208, 209** or **210;** or permission of the instructor.

320-329c. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. **French 320-329** may be repeated for credit with the contents changed. Conducted in French.

320c. The Comic Novel in France. Fall 1998. Mr. Nunn.

Readings from the sixteenth century to the twentieth century. Authors include Rabelais, Diderot, Flaubert, and Gide.

Prerequisite: Two of the following: **French 208, 209** or **210;** or permission of the instructor.

321c. Resistance, Revolt, and Revolution. Fall 1998. Mr. VanderWolk.

Examines historical images of revolt in France, as seen in literature and film, from 1789 to 1968. Also short readings in political, historical, and philosophical texts.

Prerequisite: Two of the following: **French 208, 209** or **210;** or permission of the instructor.

322c. Paris and Her Artists. Spring 1999. Mr. VanderWolk.

Paris has always been a central, mythical figure in modern French life. This course examines portraits of the city in French literature, from medieval to modern times. Writers may include Villon, Montesquieu, Balzac, Zola, Colette, Apollinaire, Modiano, and others. The course also includes films about Paris by directors such as Carné, Truffaut, and Godard.

Prerequisite: Two of the following: **French 208, 209** or **210;** or permission of the instructor.

[323c. From Courtly Love to Postmodern Desire.]

325c. Writing the Orient. Fall 1998. Ms. Huughe.

Examines the mutual influences of French literature and writings from the Orient, from *La Chanson de Roland* to Leïla Sebbar. Readings include works by Montesquieu and Flaubert, as well as *A Thousand and One Nights,* poetry and contemporary novels. The course explores the notions of exoticism and Orientalism, as well as the role of North African literature in France today. Iconographic documents (illuminated manuscripts, photos, paintings) complement readings.

Prerequisite: Two of the following: **French 208, 209,** or **210;** or permission of the instructor.

351c. Senior Seminar for French Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in French or Romance languages.

[French Cinema.]

401c–404c. Independent Study. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 1998. Ms. Pellegrini.

Three class hours per week, plus drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 1999. Ms. Pellegrini.

Continuation of **Italian 101.** Three class hours per week, plus drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or equivalent.

203c. Intermediate Italian I. Every fall. Fall 1998. Ms. Pellegrini.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or permission of the instructor.

204c. Intermediate Italian II. Every spring. Spring 1999. Ms. Pellegrini.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or permission of the instructor.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 1998. Mr. Dorfsman.

Three class hours per week, plus drill sessions and laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills.

Prerequisite: **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish. *Juniors and seniors who wish to take* ***Spanish 101*** *must request the permission of the instructor in writing before the end of the registration period.*

102c. Elementary Spanish II. Every spring. Spring 1999. The Department.

Continuation of **Spanish 101.** Three class hours per week, plus drill sessions and laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or equivalent.

203c. Intermediate Spanish I. Every fall. Fall 1998. Mr. Turner.

Three class hours per week and a conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Every spring. Spring 1999. The Department.

Three class hours per week and a conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every fall. Fall 1998. The Department.

Intended to increase proficiency in the four skills. A variety of texts is assigned with the aim of improving speed and accuracy of reading, and they also serve as the basis for controlled discussion aimed at spoken fluency. Visual media are used to develop aural comprehension and as the basis for the study of culture. Frequent written assignments.

Prerequisite: **Spanish 204** or placement.

207c,d. Latin American Cultures. Fall 1998. Mr. Yepes.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor.

208c. Spanish Culture. Spring 1999. Ms. Barbieri.

Through the study of Spanish literature, film, history, and journalism, we examine different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor. Students who have taken a 300-level Spanish course may not take this course.

209c. Introduction to the Study and Criticism of Early Hispanic Literature. Fall 1998. Mr. Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context.

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 1999. Mr. Yepes.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context.

Prerequisite: **Spanish 205** or permission of the instructor.

[311c. Medieval and Golden Age Spanish Literature.]

[312c. Modern Spanish Literature.]

[313c,d. Indigenous and Hispanic Literature of Colonial Latin America.]

320c-329c. Topics in Spanish and Hispanic American Literature I and II. Every year.

Designed to provide students who have a basic knowledge of literature in Spanish the opportunity to study more closely an author, a genre, or a period. **Spanish 320–329** may be repeated for credit with the contents changed. Conducted in Spanish.

322c. Spanish American Short Story. Fall 1999. Mr. Yepes.

Studies the short story as a literary genre and as a social instrument in post-colonial Spanish America. Emphasis on close reading to explore textual strategies as well as issues of gender, class, identity, and empowerment. Authors include Echeverría, Darío, Quiroga, Lugones, Bombal, Borges, Rulfo, Cortázar, García Márquez, Ferré, and Latino writers in the United States.

Prerequisite: Two of the following: **Spanish 207, 208, 209,** or **210;** or permission of the instructor.

323c. Spanish Cinema. Fall 1999. Ms. Barbieri.

Twentieth-century Spain as seen through films by major Spanish directors such as Almodóvar, Saura, and Erice. Emphasis upon close analysis and cultural understanding of individual films.

Prerequisite: Two of the following: **Spanish 207, 208, 209,** or **210;** or permission of the instructor.

324c. Women in the Twentieth-Century Spanish Novel: Writers, Readers, Characters. Spring 1999. Ms. Barbieri.

Through the study of novels written by both men and women (Cela, Delibes, Laforet, Martín Gaite, Tusquets, and Rodoreda, among others), we discuss the role played by women in these works. Examines the "woman question" from several different perspectives. (Same as **Women's Studies 324.**)

Prerequisite: Two of the following: **Spanish 207, 208, 209,** or **210;** or permission of the instructor.

325c. Representations of Sex and Sexuality in Spanish Novels and Films. Fall 1998. Ms. Barbieri.

Examines the representation of sex and sexuality in Spanish novels and films, from the nineteenth century through the Franco years to the present. Some of the questions we ask throughout the course include: How has Spanish history influenced the portrayal of sex and sexuality in the arts? What are some of the cultural differences we find between Spain and the United States in these matters? How are different sexual orientations portrayed? What is pornography? What is the relationship between sex and violence? Authors and directors include Valera, Goytisolo, Tusquets, Riera, Almodóvar, Bigas, Luna, and Iglesia. Conducted in Spanish. (Same as **Women's Studies 325.**)

Prerequisite: Two of the following: **Spanish 207, 208, 209,** or **210;** or permission of the instructor.

[326c. Translation.]

329c. Identity, Community, and Difference in the Mexican Imaginary. Fall 1998. Mr. Dorfsman.

Considers various notions of Mexican cultural expression, retracing the transformation of the concept of "Mexicanness" from colonial times to the present.Through close readings of poetry, narrative, and cultural essays from different periods, as well as painting, photography, and film, the course raises problematic issues in indigenous, Creole, Mestizo, and Chicano cultural production. Attention is given to how the construction of "identity" engages in a dialogue with difference and otherness.

Prerequisite: Two of the following: **Spanish 207, 208, 209** or **210;** or permission of the instructor.

351c. Senior Seminar for Spanish Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in Spanish or Romance languages.

Fiestas: Alienation or Resistance? Spring 1999. Mr. Yepes.

Festivals play a paramount role in Spanish and Latin American cultural formations. As they recreate diverse tradition and serve conflicting political goals, collective celebrations have been interpreted as either evasive or empowering. While questioning reductive interpretations, this seminar studies the meanings assigned to *Fiestas* and the way they have been elaborated in film, art, and literature. Gender, ethnicity, social class, sexualities, and identity are examined in specific situations such as carnivals, rituals, art festivals, dance, bullfights, and soccer. Theoretical approaches to these phenomena include works by Mikhail Bakhtin, Octavio Paz, Pierre Bourdieu, Néstor Garcia Canclini, Sonia Montecino, and Eduardo Galeano.

401c–404c. Independent Study and Honors. The Department.

Russian

Professor	*Associate Professor*	*Visiting Assistant Professor*
Jane E. Knox-Voina†	Raymond H. Miller, *Chair*	Yana Hashamova
		Teaching Fellow
		Leah G. Shulsky

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101, 102** and **203, 204**; four courses in Russian above **Russian 204;** and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **Government 230, Post-Communist Russian Politics** and **History 217, History of Russia to 1825** and **History 218, History of Russia: 1825 to the Present**).

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian language programs in Moscow, St. Petersburg, and Kiev that are open to all students who have taken the equivalent of two or three years of Russian. Other programs should be discussed with the Russian Department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward the major; four credits may be counted from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation.

The department offers courses in English that focus on Russian history, literature, and culture. These courses may be taken by non-majors and include a first-year seminar and a series of 200-level courses: **Russian 20, 215,** and **220–225.**

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 1998. Ms. Hashamova.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

102c. Elementary Russian II. Every spring. Spring 1999. Mr. Miller.

Continuation of **Russian 101.** Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 1998. Mr. Miller.

A continuation of **Russian 101, 102.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Every spring. Spring 1999. Ms. Hashamova.

A continuation of **Russian 203.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 1998. Ms. Hashamova.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word-formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or the equivalent.

306c,d. Topics Course: Advanced Reading and Composition II.

Siberian and Non-Russian Literature of the Former Soviet Union. Every other spring. Spring 2000. Ms. Knox-Voina.

Myths and short tales from small-numbered Asian/Siberian peoples and other non-Russian nationalities, written or translated in Russian during the Soviet period. Short stories by writers V. Shukshin (Siberia), Chingiz Aitmatov (Kyrgystan), and Fazil Iskander (Abkhazia). Special emphasis on the Siberian spirit and character, Siberian cultures, traditions, and values, Shamanism, gender roles and environment, pollution by Soviet industry, national movements, Stalin's nationalities policy, changing social roles of women in Soviet Central Asia, and Sovietization of ethnic peoples. Films such as *Dersu Uzala, Siberiada, Songs of Lenin*, and *Close to Eden* and *Family of a Hunter* supplement reading materials. Short compositions and oral reports on themes of the course.

Prerequisite: **Russian 305** or the equivalent.

309c. Nineteenth-Century Russian Literature. Every fall. Mr. Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or the equivalent.

310c. Modern Russian Literature. Every other spring. Spring 1999. Ms. Hashamova.

An examination of various works of modern Russian literature (Soviet and émigré), with emphasis on the development of the short story. The differences and similarities between prerevolutionary and contemporary Soviet literature are discussed. Authors include Blok, Mayakovsky, Zoshchenko, Platonov, Bulgakov, Pasternak, Brodsky, Shukshin, Aksenov, and others. Short term papers.

Prerequisite: **Russian 305** or the equivalent.

[315c. Translation of Russian Prose.]

316c. Russian Poetry. Spring 1999. Mr. Miller.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or the equivalent.

291c–294c. Intermediate Independent Study. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media). This course may be repeated for credit with the contents changed.

Prerequisite: **Russian 305** or the equivalent.

401c–404c. Advanced Independent Study. The Department.

Individual research in Russian studies. Major sources should be read in Russian. This course may be repeated for credit with the contents changed. A two-semester project is necessary for honors in Russian.

Prerequisite: **Russian 309** or **310.**

IN ENGLISH TRANSLATION

First-Year Seminar

For a full description of the following first-year seminar, see page 131.

20c. The Great Soviet Experiment through Film. Every other fall. Fall 1999. Ms. Knox-Voina.

(Same as **Women's Studies 21.**)

215c. Russia, the Slavs, and Europe. Every other spring. Spring 1999. Mr. Miller.

Studies Slavic nationalism in light of the current crises in Russia and the former Yugoslavia through the cultural history of Eastern Europe. Specific topics include Russia's origins; the evolution of the Yugoslav idea; the development of Russian religious and political thought; and the problematic relationships that have existed betwen Russia, the other Slavic nations, and the West. No prior study of European civilization is assumed, and no knowledge of Russian is required.

220c. Nineteenth-Century Russian Literature. Every other fall. Fall 1999. Mr. Miller.

Traces the development of Russian realism and the Russian novel. Specific topics include the pre-nineteenth-century literary background, the origins of realism as a movement, and the intellectual and political milieu of the time. Writers to be read include Pushkin, Lermontov, Gogol, Goncharov, Dostoevsky, and Tolstoy. Russian majors are required to do some of the reading in Russian.

221c. Russian Film: Revolution and Work, Sex, and Violence. Every other spring. Spring 2000. Ms. Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Examines the avant garde of the 1920s and the Bolsheviks' attempts to build a radical new society; the Stalin era and Socialist Realism; the "thaw"; and *glasnost'*. Topics include scientific utopias; eternal revolution; individual freedom, collectivism; conflict between the intelligentsia and the common man; the "new Soviet woman"; nationalism; and the demise of the Soviet Union. Works of Eisenstein, Vertov, Tarkovsky; Kandinsky, Chagall, Petrov-Vodkin; Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors required to do some reading in Russian. (Same as **Women's Studies 220.**)

222c. Topics Course: Women in Russian Society and Culture. Every other fall. Fall 2000. Ms. Knox-Voina.

Studies the socially-constructed image of woman in Russian literature, art, and film. Examines female writers, artists, filmmakers not given the canonical stamp of approval. Focuses on the emergence of the "Woman Question" (1840s), work of female revolutionaries (1860–1917), creation of the myth of the New Soviet Woman (1920s–1950s), its deconstruction (1960s–1980s), and the appearance of a New Women's Prose (1990s) that transgresses against inbred Victorian Russian/Soviet attitudes towards sex and the female body. Cross-cultural analysis of female icon in Hollywood and Soviet film. Russian majors are required to do some of the reading in Russian. (Same as **Women's Studies 222.**)

[223c. Dostoevsky and the Novel.]

225c. Gender and Women's Position in Western and Eastern Europe. Spring 1999. Ms. Hashamova.

Investigates the complementary nature of feminist notions in West and East European societies and cultures. Fiction, film, and the fine arts are analyzed from the point of view of postmodern literary theory (Julia Kristeva, Luce Irigaray), as well as feminist film theory (Ann Kaplan, Mary Ann Doane). Questions regarding whether or not state socialism in Eastern Europe "emancipated" women, and whether socialism in these countries was a step toward androgyny are explored. Examination of continental literature, film, fine arts, and journalism, not only as manifestations of an attitude toward women and gender, but also as a process of thought. Readings and materials include the work of Marguerite Yourcenar, Salvador Dali, Christa Wolf, Milan Kundera, Lyudmila Petrushevsky, Tatyana Tolstaya, and others. (Same as **Women's Studies 225.**)

Sociology and Anthropology

Professors
Susan E. Bell†
Craig A. McEwen
Associate Professors
Sara A. Dickey, *Chair*
Susan A. Kaplan†
Nancy E. Riley
Assistant Professors
Pamela Ballinger
Joe Bandy
Scott MacEachern†

Joint Appointments with Africana Studies
Assistant Professor Lelia Lomba De Andrade
Visiting Assistant Professor H. Roy Partridge, Jr.
Joint Appointment with Women's Studies
Assistant Professor Carol E. Cohn†
Visiting Assistant Professors
Claire P. Allum
Karen B. Halnon
Leslie C. Shaw
Norman C. Stolzoff

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101, 201,** either **209** or **211,** and **310.** Up to three of the ten courses may be supplemented by one or two advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) and/or by one or two study-away courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101, 102, 201, 203,** and **310,** and one course with an area focus (numbered in the 230s and 240s). Students are urged to complete **Anthropology 101, 102, 201,** and **203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 201** and either **209** or **211.**

The minor in anthropology consists of five anthropology courses, including **Anthropology 101** and **203,** either **102** or **201,** and an area study course (**230s** and **240s**).

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of the following first-year seminars, see pages 124–33.

10b,d. Racism. Fall 1998. Mr. Partridge.
(Same as **Africana Studies 10.**)

[12b. Constructing Social Problems.]

15b. Juggling Gender. Spring 2001. Ms. Cohn.
(Same as **Women's Studies 15**.)

16b. Sociology of Gender and the Military. Spring 2000. Ms. Cohn.
(Same as **Women's Studies 16**.)

25b,d. State, Family, and Individual in Chinese Society. Fall 1999. Ms. Riley.
(Same as **Asian Studies 25**.)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Every semester. The Department.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Every spring. Mr. McEwen.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

204b. Families: A Comparative Perspective. Spring 1999. Ms. Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Women's Studies 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

208b,d. Race and Ethnicity. Fall 1998. Mr. McEwen.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Africana Studies 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

[209b. Social Theory.]

211b. Classics of Sociological Theory. Every fall. The Department.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

214b. Science, Technology, and Society. Spring 2001. Ms. Bell.

Examines alternative sociological approaches to understanding the progress and problems associated with scientific and technological change in the twentieth century. Considers how sociologists understand and explain communication, social control, and stratification in science, and how economic and cultural forces shape scientific knowledge. Explores the production and disposal of hazardous substances as an example of the interplay between science and society.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

215b. Criminology and Criminal Justice. Spring 1999. Mr. McEwen.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

216b. Sociology of Identity and Interaction. Spring 1999. Mr. Bandy.

A sociological survey of principles and theories about interactions among individuals and the relationships between individuals and social structures. Examines such issues as conformity and deviance, authority, prejudice and discrimination, individualism, and collective behavior. Also investigates theories and research regarding language, power, and the formation of personal identity, and explores the ways in which gender, race, sexuality, and class structure affect everyday attitudes and beliefs.

Prerequisite: **Sociology 101** or **Anthropology 101.**

217b,d. Overcoming Racism. Spring 1999. Mr. Partridge. *(Pending faculty approval.)*

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Africana Studies 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101.**

218b. Sociology of Law. Every fall. Mr. McEwen.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

219b. Sociology of Gender. Fall 1998. Ms. Riley.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men. (Same as **Women's Studies 219.**)

Prerequisite: **Sociology 101** or **Anthropology 101** and **Women's Studies 101** or a 200-level Sociology course.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

221b. Environmental Sociology. Spring 1999. Mr. Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Environmental Studies 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Spring 2000. Ms. Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225b. Global Political Economy. Fall 1998. Mr. Bandy.

Focuses on theories related to the transnational economy and its current restructuring, and explores the impact of globalization on the lives of working people, on the global division of labor, on gender inequality, and on current environmental crises. Examines the history of different models of economic development, from early imperialism to the present, as they have structured both Western industrial and developing societies. This courses touches upon various world regions and their unique positions in the global economy, including Latin America, East Asia, and Eastern Europe.

Prerequisite: **Sociology 101** or **Anthropology 101**.

227b. Americans in the African Diaspora. Fall 1998. Ms. DeAndrade.

Examines the experiences of American ethnic groups of African descent such as Cape Verdeans, Haitians, Afro-Puerto Ricans, and Jamaicans. Issues addressed include construction of racial and ethnic identity, with particular attention to alternative interpretations of Blackness, the negotiation of ethnic identity, and socio-structural and cultural factors influencing immigration and settlement experiences. (Sames as **Africana Studies 227.**)

Prerequisite: **Sociology 101**, **Anthropology 101, Africana Studies 101,** or **Africana Studies 102.**

[240b. Social Structures and Reproduction of Knowledge.]

[250b. Collective Behavior.]

251b. Sociology of Health and Illness. Spring 1999. Ms. Halnon.

Examines the social contexts of physical and mental health, illness, and medical care. Deals with such topics as the social, environmental, and occupational factors in health and illness; the structure and processes of health care organizations; the development of health professions and the health work force; doctor-patient relationships; ethical issues in medical research; and health care and social change.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

252b. Sociology of Chronic Illness and Disability. Fall 1999. Ms. Bell.

Focuses on the subjective experience of illness, especially chronic illness and disability. What strategies do people use in their daily lives to manage and direct the course of their illness? In what respects do these experiences vary according to such factors as gender, race, ethnicity, and social class? Issues to be addressed include stigma; identity; sexuality; relationships with family, community, and caregivers; work; self-help and the independent living movement; feminism and disability rights.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

253b. Constructions of the Body. Spring 2000. Ms. Bell.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Women's Studies 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

254b. Women and Madness. Spring 1999. Ms. Halnon. *(Pending faculty approval.)*

Focuses on the social control of women's gender role violations from ancient Egypt to the present day via diagnosis and treatment by medical, theological, and psychiatric experts. Examines the paradoxical strategies of "mad" women and relationship between power and knowledge in the clinical situation. Attention is paid to patriarchal relations of domination in western culture as they pertain to the social construction of "disordered" feminine bodies and minds. (Same as **Women's Studies 254.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

277b,d. Sociology of Perspectives on China. Fall 1998. Ms. Riley.

This course examines modern Chinese society using a sociological lens, with emphasis on several key social institutions and their role in the lives of individuals and in the society at large: family, interpersonal networks, and community. A special concern is the relationship between recent economic, social, and political change in China and changes in these institutions. The course also looks at issues of stratification in modern China, especially those of class and gender, and examines the implications of China's move toward a market economy on these areas of social life. (Same as **Asian Studies 277.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

291b–294b. Intermediate Independent Study in Sociology. Mr. Bandy, Ms. DeAndrade, Ms. Halnon, Mr. McEwen, Mr. Partridge, and Ms. Riley.

303b. Oppression and Liberation. Spring 1999. Ms. DeAndrade.

An advanced study of social theory related to institutionalized forms of domination, such as racism, classism, and sexism, and their intersection. Gives particular consideration to writings on these topics in relation to or by people of color, with some background in classical social theory. Readings include selected works by Antonio Gramsci, W. E. B. Du Bois, Frantz Fanon, Amilcar Cabral, Patricia Hill Collins, and bell hooks, as well as others who address issues related to colonalism, Black Liberation, and feminism. (Same as **Africana Studies 303.**)

Prerequisite: **Sociology 101, Anthropology 101,** or **Africana Studies 101**, and any 200-level course in Africana Studies, Sociology, or Anthropology; or permission of the instructor.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 1999. Ms. Riley.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: Junior standing and **Sociology 209** or **211,** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Sociology. Mr. Bandy, Ms. DeAndrade, Ms. Halnon, Mr. McEwen, Mr. Partridge, and Ms. Riley.

ANTHROPOLOGY

Introductory, Intermediate, and Advanced Courses

101b,d. Introduction to Cultural Anthropology. Fall 1998. Mr. Stolzoff. Spring 1999. Ms. Ballinger.

An introduction to the concepts, methods, theories, findings, and applications of cultural anthropology. Study of the differences and similarities among the cultures of the world and attempts by anthropologists to explain them. Among the topics to be covered are anthropological field work, the nature of culture, the relation of language to culture, the relation of the environment to culture, family and kinship, political and economic systems, religion, sex, gender, and ethnocide.

102b,d. Introduction to World Prehistory. Every fall. The Department.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. Anthropological Research. Every fall. Ms. Dickey.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own field work experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101** and sophomore standing or higher.

202b. Essentials of Archaeology. Fall 1998. Ms. Shaw.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time.

Prerequisite: Previous course in anthropology, or **Archaeology 101** or **102**, or permission of the instructor.

203b. History of Anthropological Theory. Every fall. Ms. Ballinger.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101** and sophomore standing or higher.

[220b,d. Hunters and Gatherers.]

221b. The Rise of Civilization. Fall 1999. Mr. MacEachern.

Archaeology began with the study of the great states of the ancient world, with Egypt, Mesopotamia, China, the Maya, and the Aztecs. This course examines the origins of civilizations in the Old and New Worlds, using archaeological, historical, and ethnographic data. Reviews the major debates on state formation processes, the question of whether integrated theories of state formation are possible, and the processes leading to the collapse of state societies.

Prerequisite: Previous course in anthropology or sociology.

222b. Culture Through Performance. Spring 1999. Ms. Dickey.

"Cultural performance" covers not only drama, dance, and music, but also such cultural media as ritual, literature, celebration, and spectacle. The anthropological study of these media examines their performers, producers, and audiences in addition to their form and content. Questions fundamental to this study are: What does cultural performance uniquely reveal about a culture to both natives and outsiders? What social, psychological, and political effects can it have on participants and their societies?

Prerequisite: Previous course in anthropology or sociology, or permission of instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

223b. Nationalism and Ethnicity. Fall 1998. Ms. Ballinger.

Explores the relationship between ethnic and national identity, in light of predictions of the nation-state's imminent demise. Examines historical development of the concepts of "nation" and "ethnie" in the context of state formation, political movements, and practices of disciplinary "scientific" knowledge (including philology, anthropology, history, genetics, and evolutionism). Reviews identity and evaluates varying theoretical perspectives including primordialism, situationalism, instrumentalism, and constructivism. In addition, the course discusses the interweaving of analyses of class, gender, ethnicity, and nationalism, and studies the emergence of new types of "cultural fundamentalism" and the current proliferation of ethnic and national violence.

Prerequisite: Previous course in anthropology or sociology.

225b. Class Systems and Cultures. Spring 2000. Ms. Dickey.

Examines theories of class and hierarchy, ranging from Marx and Weber to Foucault, and ethnographies of class cultures. Investigates the mutual impact of class and culture, the places of socioeconomic classes in wider systems of stratification, and the interaction of class and other forms of hegemony.

Prerequisite: Previous course in anthropology or sociology.

226b. Ethnoarchaeology: Visiting the Present to Understand the Past. Spring 1999. Ms. Allum.

Examines the ways in which information collected from ethnographic and historical sources, and from present-day observations, can be used to generate theories about the functioning of past societies. First examines how ethnoarchaeologists use studies of present-day material culture to inform and enrich archaeological reconstructions. Next examines the ways in which oral and written histories can be used to develop theories of how and why cultures change. Also discusses the relationship between historical and anthropological accounts.

Prerequisite: Previous course in anthropology or sociology.

227b. Anthropological Approaches to the Study of Violence. Spring 1999. Mr. Stolzoff.

Examines the role of social, or collective, violence in a number of different cultural contexts and historical periods. Topics include: theories of violence; violence in the context of ritual, ethnic conflict, everyday life, and gang warfare; and approaches to non-violence and peacekeeping.

Prerequisite: Previous course in anthropology or sociology.

232b,d. Prehistory of the Andes. Fall 1998. Ms. Allum. *(Pending faculty approval.)*

At its height, the Inca Empire stretched more than 2,000 miles from modern day Ecuador to Chile and controlled some of the most extreme and diverse environments in the world. Its greatness was based on several thousand years of cultural development. Beginning with the first hunting and gathering cultures before 8,000 B.C., lectures and readings cover the major events and cultural processes that led to the Inca Empire's rise and ultimately to its disintegration.

Prerequisite: Previous course in anthropology or sociology.

233b,d. Peoples and Cultures of Africa. Spring 2000. Mr. MacEachern.

An introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and culture history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. The emphasis is upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Africana Studies 233.**)

Prerequisite: Previous course in anthropology or sociology.

234b,d. Women, Power, and Identity in India. Fall 1998. Ms. Dickey.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Asian Studies 234** and **Women's Studies 252**.)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

235b,d. South Asian Cultures and Societies. Fall 1999. Ms. Dickey.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements, and caste ranking. (Same as **Asian Studies 235**.)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

236b,d. Political Identity and Leadership in South Asia. Spring 2000. Ms. Dickey.

In South Asia, political identity is often based on "primordial" ties such as caste, religion, ethnicity, language, and region. Political leadership involves various strategies for addressing and transcending these communal interests. This course examines the development of different political identities and the importance of issues such as personality politics and patronage in electoral leadership in several South Asian countries. (Same as **Asian Studies 236.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

239b,d. Indigenous Peoples of North America. Spring 1999. Ms. Shaw.

An overview and analysis of native North American societies from pre-Columbian times to the present. Topics include the political, economic, family, and religious organization of Native American societies; the impact of European expansion; and the current situation—both on and off reservation—of Native Americans.

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

[242b,d. States and "the Others": Political Systems in Pre-Colonial West Africa.]

244b. Peoples and Societies of the Mediterranean. Spring 1999. Ms. Ballinger.

Exploring the conceptual and political construction of "the Mediterranean" as a region, this course examines similarities and differences between the Mediterranean's northern and southern shores, focusing on religious systems and practices, gender relations, and political systems and behaviors. Attention is also given to contemporary issues of economic development, immigration, and regionalism. Materials examined include traveler accounts, novels, anthropological and historical analyses, and popular films.

Prerequisite: Previous course in anthropology or sociology.

245b,d. History, Culture, and Power in the Caribbean Americas. Fall 1998. Mr. Stolzoff.

An examination of the historical, cultural, and political forces that have shaped the region and its people from the pre-conquest era to the present. Topics include colonialism, slavery and the plantation society, marronage and rebellion, emancipation, anti-racism and decolonization, cultural identity, religious movements and popular culture, contemporary political economy, and the study of everyday life. (Same as **Africana Studies 221.**)

Prerequisite: Previous course in anthropology or sociology.

246b. Peoples and Societies of the Balkans. Spring 2000. Ms. Ballinger.

Explores the conceptual and political construction of the Balkans as a crossroads between great empires, religious systems, languages, and ethnic and national groups. Topics covered include: the tensions (past and present) between visions of commonality (pan-Slavism, for example) and exclusive national definitions; local responses to broad processes of state formation, war, and modernization; and the transformation of much of the region as a result of five decades of state socialism. The ongoing changes in the region with the transition from socialist rule will receive particular attention.

Prerequisite: Previous course in anthropology or sociology.

248c,d. Politics in the Caribbean: From Independence to the Twenty-First Century. Spring 1999. Mr. Stolzoff.

Explores the contours of the contemporary political scene in the Caribbean, examining the processes of political change that have shaped the region from the colonial era to the present. In particular, concentrates on the way that Caribbean peoples have struggled over the last century to grapple with and liberate themselves from their region's colonial legacy by means of nationalism, religious movements, revolution, and neo-liberalism. The course employs a comparative perspective and draws on a wide range of sources, from documentary film to ethnographic case studies. (Same as **Africana Studies 248.**)

Prerequisite: Previous course in anthropology or sociology.

249b,d. Mesoamerican Civilizations. Spring 1999. Ms. Shaw.

Examines the rise of social complexity in Central America, beginning with the early farming villages of the second millenium B.C., through the rise of Mexican and Mayan civilizations, and culminating in the turbulence of the Aztec Empire and the coming of Spanish explorers. Focuses on the archaeological record of the region, but also includes the recent decipherment of Maya writing and the symbolic interpretations of art and architecture.

Prerequisite: Previous course in anthropology or sociology.

255b,d. Cultures and Crisis in Tropical Forest Environments. Spring 1999. Ms. Allum. *(Pending faculty approval.)*

An exploration of human adaptation to tropical forest environments in both the past and present. Following an introduction to tropical forests and their indigenous peoples, focuses on processes of change these cultures are undergoing in contact with industrial society. Issues of mineral exploration, land title, logging, the "hamburger connection," and other current concerns are discussed. Cultures in the Americas, Africa, and Asia are covered. (Same as **Environmental Studies 255.**)

Prerequisite: Previous course in anthropology or sociology.

291b–294b. Intermediate Independent Study in Anthropology. Ms. Allum, Ms. Ballinger, Ms. Dickey, Ms. Shaw, and Mr. Stolzoff.

310b. Contemporary Issues in Anthropology. Every spring. Ms. Dickey.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: Junior standing and **Anthropology 101, 102, 201,** and **203,** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Anthropology. Ms. Allum, Ms. Ballinger, Ms. Dickey, Ms. Shaw, and Mr. Stolzoff.

Theater and Dance

Associate Professor	*Lecturers*	*Adjunct Lecturers*
June A. Vail, *Chair***	Gretchen Berg	Kymberly Dakin
	Simone Federman	Elizabeth Townsend
	Gwyneth Jones	*Director in Residence*
	Paul Sarvis	Shauna Kanter

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 29.

DANCE

The Dance curriculum provides a coherent course of study through classes in dance history, theory, criticism, choreography, and performance studies, including dance technique and repertory. The department's humanistic orientation emphasizes dance's relation to the performing and the fine arts, and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101; Dance 102** or **Theater 140; Dance 201;** two semesters of dance technique and/or repertory from the following: **Dance 111/112, 211/212, 311/312;** and one additional course in dance or theater.

101c. Cultural Choreographies: Dancing Communities. Every other year. Fall 1998. Ms. Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. We explore how dance forms and movement activities reveal information about cultural norms and values and affect social perspectives in our own and other societies. Using ethnographic methods, we focus on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and group identities.

Examines dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Women's Studies 102.**)

102c. Making Dances I. Every year. Spring 1999. Mr. Sarvis.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

201c. Topics in Dance History. Every other year. May be repeated for credit with the contents changed.

> **Five American Originals.** Fall 1999. Ms. Vail.
>
> Focuses on five acclaimed and controversial twentieth century choreographers. Students analyze their widely differing aesthetic goals, political stances, and popular and critical reception. Also explores these artists' signature styles, combining movement with reading, viewing, writing, and discussion. Students will devise a project including research and performance components on an innovative American choreographer in the dance form of their choice. Choreographers from past courses have included—among others—Isadora Duncan, Doris Humphrey, Fred Astaire, Merce Cunningham, Meredith Monk, and Bill T. Jones.
>
> Prerequisite: **Dance 101, 102, 111/112, 211/212,** or **311/312.**

202c. Making Dances II. Fall 1998. Ms. Vail.

Continues the investigation of various approaches to choreography begun in Dance 102, with a wider range from solos to group works for dance, dance theater, and multi-media. Students create a semester project in a group setting that provides structure, guidance, and ongoing feedback. These works are performed publicly in appropriate venues: proscenium stage, site-specific spaces, black box theater, outdoors, etc. May be repeated for credit with the contents changed.

Prerequisite: **Dance 102** or **Theater 140**, or permission of the instructor.

321c. Critical Perspectives on the Performing Arts: Writing about Theater and Dance. Spring 2000. Ms. Vail.

Investigates critical perspectives on the performing arts and develops skills of description, analysis, evaluation, and interpretation. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. Video, film, and live performances provide the basis for reading and writing.

Prerequisite: Any full-credit course in dance or theater or permission of the instructor.

291c–294c. Intermediate Independent Study in Dance. Ms. Vail.

401c–404c. Advanced Independent Study in Dance. Ms. Vail.

Performance Studies in Dance

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses principally on an inventive, unrestricted approach to movement. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Performance studies courses (**111, 211, 311;** and **112, 212, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 311**) *and* a repertory course (**112, 212, 312**) in the same semester for *one full academic course credit.* Attendance at all classes is required. Grading is Credit/Fail.

Instructors for 1998–99: Gwyneth Jones and Paul Sarvis.

111c. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance and ballet technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. In the process of focusing on the craft of dancing, students are also encouraged to develop their own style. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. Enrollment limited to twenty-two students. One-half credit.

112c. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of important historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show and the annual Spring Performance in Pickard Theater, and Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. Enrollment limited to twelve students. One-half credit.

211c. Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 111.** Enrollment limited to twenty-two students. One-half credit.

212c. Intermediate Repertory and Performance. Every semester. The Department.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112.** Enrollment is limited to twelve students. One-half credit.

311c. Intermediate/Advanced Dance Technique. Spring 1999. The Department.

A continuation of the processes introduced in **Dance 211.** Enrollment limited to twenty-two students. One-half credit.

312c. Intermediate/Advanced Repertory and Performance. Spring 1998. The Department.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212.** Enrollment is limited to twelve students. One-half credit.

THEATER

The Theater curriculum emphasizes the creation and presentation of theatrical performance, studied through theory, cultural and historical perspective, and most centrally, through experiential study of theater practice and direct participation in creative endeavor. Within the Department of Theater and Dance, theater courses encourage the study of theater's relation to dance and other arts, as well as its fundamental connection to the broad liberal arts curriculum. The program's goals include theater literacy, specific training in theater and related forms, an appreciation of the act of live performance, and a first-hand understanding of theater as a rigorous means of exploring the relationship between the individual and the community.

Requirements for the Minor in Theater

The minor consists of five courses: **Theater 101** or **102; 120; 130** or **270;** an additional course in theater; and an additional course in theater or dance. At least one of the theater courses must be above the 100 level.

Introductory, Intermediate, and Advanced Courses

101c. Making Theater. Spring 2000. The Department.

An introduction to the activity of Western theater. The course begins with consideration of theater as an art form. Students examine and question selected theories of performance, learn to analyze the visual elements of theater, and explore the process of transforming written text into performance.

102c,d. Theater and Cultures. Spring 1999. Ms. Berg.

A study of the relationship between theater and society. Students explore questions about who participates in theater and in what settings, with special attention to issues of gender and social position. The course may be presented as a survey course addressing both Western and non-Eurocentric traditions, or as a *topics* course in practices of a specific time, culture, or place.

120c. Acting I. Every semester. Fall 1998. Ms. Dakin. Spring 1999. Ms. Federman.

An introductory course in acting. Students will learn to analyze dramatic texts from an actor's point of view, to identify and play objectives and actions in a scene, and to construct a journey through a play. Students will also explore the physical expression of dramatic event. The course offers a means for actors to create real interaction, to do instead of pretending to do, and at the same time to give primacy to the experience of the audience. Enrollment limited to sixteen students.

130c. Introduction to Design for the Performing Arts. Fall 1998. Ms. Townsend.

An introductory course in the fundamental issues and materials of design. Students study how to analyze a script, dance, or other performance piece from a designer's point of view, and how to develop visual metaphor to create the world of the performance. Students may also approach sound as an aspect of design. Students explore how to communicate their ideas to collaborators and how to employ materials in realizing their designs. Enrollment limited to twenty students.

140c. Performance Art. Spring 1999. Ms. Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. Enrollment limited to twenty students.

220c. Acting II. Fall 1998. Ms. Federman.

An intermediate course extending the work of Acting I. The course focuses on the actor's use of both verbal and physical means to create theatrical life. Special attention is given to ways the actor's body can be used as a vehicle for the exploration of text and of dramatic event. Through exercises and work on scenes and plays, students will seek means by which the physical and the verbal can be linked. Enrollment limited to sixteen students.

Prerequisite: **Theater 120.**

270c. Directing. Spring 1999. Ms. Federman.

This course introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, and casting and rehearsing with actors. Some attention is also paid to collaboration with designers and directing original work. Students direct scenes, research directing history projects, and study directing theories and techniques. Students complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. Enrollment limited to twelve students.

Prerequisite: A 100-level course in theater or dance, or permission of the instructor.

[280c,d. Modern Japanese Drama.]

291c–294c. Intermediate Independent Study in Theater. The Department.

401c–404c. Advanced Independent Study in Theater. The Department.

Women's Studies

Administered by the Women's Studies Program Committee;
Susan Wegner, *Program Director and Chair*

(See committee list, page 305.)

Joint Appointment with Sociology
Assistant Professor Carol E. Cohn†

Joint Appointment with Africana Studies
Visiting Instructor Melinda A. Plastas
Visiting Instructor
Lara C. Merlin

Women's Studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Courses in Women's Studies investigate the experience of women in light of the social construction of gender and its meaning, or symbolic embeddedness in human cultures. Gender construction is explored as an institutionalized means of structuring, inequality, and dominance. In addtion to three core theory courses, the program offers a wide range of courses taught by faculty members from many departments and programs. In crossing disciplinary boundaries, Women's Studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. As a result, Women's Studies students gain an understanding of the realities and meaning of women's lives across cultures and historical periods.

Requirements for the Major in Women's Studies

The major consists of ten courses, including three required core courses—**Women's Studies 101, 201,** and **300**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of Women's Studies courses, or from a set of courses in other disciplines that have been approved by the Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" women's studies courses. Women's studies courses are numbered to indicate both the level of course instruction and the degree of emphasis on feminist theory. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and above are advanced seminars intended for juniors and seniors. Within each level, numbers above 50 indicate courses with a substantive feminist-theoretical or gender-analytic approach.

Four of these seven courses must be selected to constitute a focused methodological and thematic concentration that will culminate in a required project or presentation in the student's final semester. To ensure the interdisciplinary nature of the major, no more than three of the seven courses may be from the same department. Only two of the seven courses may overlap for a double major.

A student who declares a women's studies major will design a concentration in consultation with the director of women's studies. In the concentration, the student uses the methodologies and perspectives of related disciplines to develop a focused expertise in gender analysis. For example, a student might choose a concentration in literature and gender analysis, or in the historical development of gender relations and the cultural representation of gender.

The student will take three additional women's studies courses or courses approved by the program committee outside the concentration that explore other methodologies, themes, or questions of gender, thus allowing the student to gain multidisciplinary breadth. In total, no more than three of the seven elective courses (courses within the concentration and courses outside the concentration) may be from the same department. In case of elective courses that are listed as related women's studies courses, the departmental affiliation of the course is considered the department of which the instructor is a member.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught women's studies courses and served on the Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Women's Studies 401** and **402**) are required for an honors project in women's studies. No more than two independent studies courses may count toward the women's studies major.

Requirements for the Minor

The minor consists of **Women's Studies 101,** normally taken in the first or second year, and four additional courses. To ensure the interdisciplinary nature of the minor, all of these additional courses must be outside the student's major department. A course that is listed as "Women's Studies," but is "same as" a course in the student's major department or division will not be considered an "outside" course.

First-Year Seminars

For a full description of the following first-year seminars, see page 132.

14c. Feminist Studies in Religion. Fall 1998. Ms. Pritchard.
(Same as **Religion 15.**)

15b. Juggling Gender. Spring 2001. Ms. Cohn.
(Same as **Sociology 15.**)

16b. Sociology of Gender and the Military. Spring 2000. Ms. Cohn.
(Same as **Sociology 16**.)

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 1999. Ms. Tananbaum.
(Same as **History 20.**)

21c. The Great Soviet Experiment through Film. Every other fall. Fall 1999. Ms. Knox-Voina.
(Same as **Russian 20.**)

23c. Contemporary Fiction. Spring 1999. Ms. Goodridge.
(Same as **English 21.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Women's Studies. Fall 1998. Ms. Merlin. Spring 1999. Ms. Merlin.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. The course explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c. Cultural Choreographies: Dancing Communities. Every other year. Fall 1998. Ms. Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. We explore how dance and movement, in our own and other societies, reveal information about cultural norms and values, including gender roles, religious beliefs, personal identity, and conceptions of the body; and how anthropological methods can illuminate one's own experience of the body, movement, and dance.

Examines dance and movement forms from different cultures and epochs (for example, the hula, the jitterbug, classical Indian dance, Balkan kolos, postmodern dance) through readings, video assignments, workshops, and live performances, and field work. (Same as **Dance 101.**)

201b. Feminist Theory and Methodology. Fall 1998. Ms. Merlin.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Women's Studies 101** or permission of the instructor.

204b. Families: A Comparative Perspective. Spring 1999. Ms. Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Sociology 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

216c,d. African American Women and Social Transformation in the Twentieth Century. Fall 1998. Ms. Plastas.

Examines the political, social, and intellectual traditions of African American women from the turn of the century through the civil rights and second wave women's movement. Focuses on the club movement, suffrage, anti-lynching campaigns, internationalism, and educational reform. Explores how the matrix of gender, race, and class influenced the form of political activism. Readings include the works of Anna Julia Cooper, Addie Hunton, Mary Church Terrell, Ida B. Wells, Amy Jacques Garvey, Toni Cade Bambara, Angela Davis, and others. (Same as **Africana Studies 216** and **History 245.**)

219b. Sociology of Gender. Fall 1998. Ms. Riley.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men. (Same as **Sociology 219.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, and **Women's Studies 101** or a 200-level sociology course.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

220c. Russian Film: Revoution and Work, Sex, and Violence. Every other spring. Spring 2000. Ms. Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Examines the avant garde of the 1920s and the Bolsheviks' attempts to build a radical new society; the Stalin era and Socialist Realism; the "thaw"; and *glasnost'*. Topics include scientific utopias; eternal revolution; individual freedom, collectivism; conflict between the intelligentsia and the common man; the "new Soviet woman"; nationalism; and the demise of the Soviet Union. Works of Eisenstein, Vertov, Tarkovsky; Kandinsky, Chagall, Petrov-Vodkin; Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors required to do some reading in Russian. (Same as **Russian 221.**)

222c. Topics Course: Women in Russian Society and Culture. Every other fall. Fall 2000. Ms. Knox-Voina.

Studies the socially-constructed image of woman in Russian literature, art, and film. Examines female writers, artists, filmmakers not given the canonical stamp of approval. Focuses on the emergence of the "Woman Question" (1840s), work of female revolutionaries (1860–1917), creation of the myth of the New Soviet Woman (1920s–1950s), its deconstruction (1960s–1980s), and the appearance of a New Women's Prose (1990s) that transgresses against inbred Victorian Russian/Soviet attitudes towards sex and the female body. Cross-cultural analysis of female icon in Hollywood and Soviet film. Russian majors are required to do some of the reading in Russian. (Same as **Russian 222.**)

225c. Gender and Women's Position in Western and Eastern Europe. Spring 1999. Ms. Hashamova.

Investigates the complementary nature of feminist notions in West and East European societies and cultures. Fiction, film, and the fine arts are analyzed from the point of view of postmodern literary theory (Julia Kristeva, Luce Irigaray), as well as feminist film theory (Ann Kaplan, Mary Ann Doane). Questions regarding whether or not state socialism in Eastern Europe "emancipated" women, and whether socialism in these countries was a step toward androgyny are explored. Examination of continental literature, film, fine arts, and journalism, not only as manifestations of an attitude toward women and gender, but also as a process of thought. Readings and materials include the work of Marguerite Yourcenar, Salvador Dali, Christa Wolf, Milan Kundera, Lyudmila Petrushevsky, Tatyana Tolstaya, and others. (Same as **Russian 225.**)

[234c. Women, Art, and Society in Europe, 1350–1750.]

240c. English Romanticism I: Radical Sensibility. Every other year. Spring 2000. Mr. Collings.

An examination of the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as radical individualism, middle-class feminism, and apocalyptic lyricism, as well as the defense of tradition, the challenge to the idea of progress, and the depiction of revolution as monstrosity. Authors may include Burke, Paine, Blake, Coleridge, Wollstonecraft, Hays, Godwin, Malthus, Wordsworth, Percy Shelley, and Mary Shelley. (Same as **English 240.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

241c. English Romanticism II: The Regency. Every other year. Fall 1998. Mr. Collings.

A discussion of literature as a mode of refinement in the era of the Regency and soon after, with an emphasis upon the new authority of the critical reviews, the novel of manners, historical fiction, urbane poetry, and the essay. Discusses literature in the context of middle-class modes of consumption, the emergence of new ideologies of gender and of the liberal subject, and the beginnings of a tradition of working-class protest. Authors may include Bentham, Edgeworth, Cobbett, Austen, Scott, Coleridge, Hazlitt, Keats, Byron, and Clare. (Same as **English 241.**)

Prerequisite (beginning with the Class of '02): One English first-year seminar or 100-level course in the English department.

248c. Music and Gender. Every other year. Spring 1999. Ms. Hunter.

Is Beethoven's ninth symphony a marvel of abstract architecture, culminating in a gender-free paean to human solidarity, or does it model the processes of rape? Why do we expect drummers in both jazz and rock bands to be male? What does the operatic soprano—powerfully-voiced, yet often destined to die—tell us about music and womanhood? Do your choices about music (as a performer or as a listener) reflect your gender? The course touches on both classical and popular Western music, and uses the musical experiences of students to address a series of questions about the intersections of music and gender. (Same as **Music 248.**)

252b,d. Women, Power, and Identity in India. Fall 1998. Ms. Dickey.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234** and **Asian Studies 234.**)

Prerequisite: Previous course in anthropology, sociology, or Asian studies.

253b. Constructions of the Body. Spring 2000. Ms. Bell.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Sociology 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

254b. Women and Madness. Spring 1999. Ms. Halnon. *(Pending faculty approval.)*

Focuses on the social control of women's gender role violations from ancient Egypt to the present day via diagnosis and treatment by medical, theological, and psychiatric experts. Examines the paradoxical strategies of "mad" women and relationship between power and knowledge in the clinical situation. Attention is paid to patriarchal relations of domination in western culture as they pertain to the social construction of "disordered" feminine bodies and minds. (Same as **Sociology 254.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

264c,d. Islamic Societies in Africa. Fall 1998. Mr. Stakeman.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264** and **History 264.**)

[300b,d. Capstone Seminar: Global Feminism.]

301b,d. Capstone Seminar: The Differences Among Us: Race, Class, and Sexuality in Women's Lives. Spring 1999. Ms. Plastas.

Acquaints students with contemporary feminist writings on the intersection of race, class, and sexuality in women's lives and the construction of gender. Using autobiography, we explore the construction of self in contemporary women's writings. Turning to current social issues, we explore multicultural feminist analysis of issues such as immigration, welfare reform, the family, and morality. Authors covered include Patricia Williams, Dorothy Allison, Nicholasa Mohr, and Audre Lorde.

Prerequisite: Three courses in women's studies, including **101** and **201**, or permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

310c. Gay and Lesbian Cinema. Spring 1999. Ms. Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; and the AIDS imperative. Writing-intensive; mandatory attendance at evening film screenings. (Same as **Film Studies 310.**)

Prerequisite: One previous film studies course, or permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

321c. Thinking Queer. Spring 1999. Mr. Collings.

An interdisciplinary course focusing on several key debates in contemporary gay and lesbian studies, queer theory, and the history of sexuality. Likely topics include: problems in constructing the history of various sexualities; the status of closeted and "out" texts and practices; the relation between analyses of gender, race, class, and sexuality; the place of literary texts or figures in providing models of sexual identity; and the politics of AIDS, cross-dressing, camp, and "queer" identity. Draws upon literary texts, movies, and journalism, as occasion permits. Includes such authors as Bersani, Boswell, Butler, Case, Castle, Chauncey, Edelman, Halperin, Rich, Rubin, Sedgwick, Scott, Sinfield, Smith-Rosenberg, and Tyler. (Same as **English 343.**)

Prerequisite: Permission of the instructor.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

[322c. Race, Gender, and Ethnicity in British Society.]

324c. Women in the Twentieth-Century Spanish Novel: Writers, Readers, Characters. Spring 1999. Ms. Barbieri.

Through the study of novels written by both men and women (Cela, Delibes, Laforet, Martín Gaite, Tusquets, and Rodoreda, among others), we discuss the role played by women in these works. Examines the "woman question" from several different perspectives. (Same as **Spanish 324.**)

Prerequisite: Two of the following: **Spanish 207, 208, 209,** or **210;** or permission of the instructor.

325c. Representations of Sex and Sexuality in Spanish Novels and Films. Fall 1998. Ms. Barbieri.

Examines the representation of sex and sexuality in Spanish novels and films, from the nineteenth century through the Franco years to the present. Some of the questions we ask throughout the course include: How has Spanish history influenced the portrayal of sex and sexuality in the arts? What are some of the cultural differences we find between Spain and the United States in these matters? How are different sexual orientations portrayed? What is pornography? What is the relationship between sex and violence? Authors and directors include Valera, Goytisolo, Tusquets, Riera, Almodóvar, Bigas, Luna, and Iglesia. Conducted in Spanish. (Same as **Spanish 325.**)

Prerequisite: Two of the following: **Spanish 207, 208, 209,** or **210;** or permission of the instructor.

341c,d. African American Women's Literature: Emancipatory Writing. Fall 1998. Ms. Muther.

Explores fiction, poetry, drama, and personal narratives by African American women, focusing on the breaking of silences, on literary revisions—echoes, critiques, and parodies—and on the configuring of alternative traditions. Of special interest: mothers and daughters, the grounds of ritual and the vernacular in black women's writing, and activism and articulations of power. Extensive readings in criticism and theory. (Same as **Africana Studies 341** and **English 341.**)

Prerequisite: Permission of the instructor.

[390. Seminar in Environmental Studies. Ecology and Transformation in Contexts of Race, Gender, and the Environment.]

(Same as **Africana Studies 390** and **Environmental Studies 390.**)

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in women's studies. For full course descriptions and prerequisities, see the appropriate department listings.

Anthropology

222b. Culture through Performance. Spring 1999. Ms. Dickey.

Classics

223c. Family and Society in Ancient Rome. Spring 1999. Ms. Boyd.

Economics

217b. The Economics of Population. Fall 1999 or Spring 2000. Ms. DeGraff.

Education

[202c. Education and Biography.]

English

12c. Contemporary Lyric. Fall 1998. Ms. Goodridge.

[242c. Victorian Poetry and Prose.]

274c. Twentieth-Century American Poetry. Every other year. Spring 1999. Ms. Goodridge.

282c. Introduction to Literary and Cultural Theory. Every other year. Fall 1998. Ms. Goodridge.

History

246c. Women in American History, 1600–1900. Spring 1999. Ms. McMahon.

248c. Family and Community in American History. Fall 1999. Ms. McMahon.

331c. A History of Women's Voices in America. Spring 2000. Ms. McMahon.

Religion

[205c. The Bible and Liberationist Thought.]

249c. Western Religious Thought. Fall 1998. Ms. Pritchard.

Romance Languages

French 319c. French Women Writers. Fall 1999. Ms. Ollier.

[French 323c. From Courtly Love to Postmodern Desire.]

Spanish 323c. Spanish Cinema. Fall 1999. Ms. Barbieri.

Russian

306c,d. Siberian and Non-Russian Literature of the Former Soviet Union. Spring 2000. Ms. Knox-Voina.

Sociology

222b. Introduction to Human Population. Spring 2000. Ms. Riley.

251b. Sociology of Health and Illness. Spring 1999. Ms. Halnon.

252b. Sociology of Chronic Illness and Disability. Fall 1999. Ms. Bell.

Educational Resources and Facilities

HAWTHORNE-LONGFELLOW LIBRARY

Historically, the Hawthorne-Longfellow Library has been one of the most distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. More recently, with the advent of the information age, the library's continuously growing treasury of traditional print material has been enriched by a multitude of computerized services providing access to a wealth of information resources located on campus, in libraries around the world, or on electronic information networks. The library's book collections, which approach 900,000 volumes, bound periodicals, and newspapers, have been built up over a period of 200 years and include an unusually large proportion of notable items. The collection includes 2,275 current periodical and newspaper subscriptions, over 110,000 bound periodical volumes, 40,000 maps, over 10,000 photographs, more than 2,300 linear feet of manuscript items, and over 2,400 linear feet of archival materials. Over 15,000 volumes are added annually.

The library serves as the intellectual heart of the campus, offering vast print collections and a rapidly evolving array of electronic information databases, as well as instructional programs in their use. The Library's World Wide Web-based gateway (http://www.bowdoin.edu/dept/library), accessible from all campus buildings through the campus computing network, serves as a central access point to a world of library and information resources. These include the Bowdoin library catalog, the catalog holdings of the Colby and Bates college libraries, a selection of electronic periodical indexes in a broad range of disciplines, the library's subscriptions to Britannica Online and dozens of full-text journals, and links to dozens of additional electronic full-text journal and book collections. The library Web gateway page also provides links to the enormous assortment of text and graphics-based resources available on the Web. Librarians and faculty members work closely together to build information literacy skills and encourage the use of library and electronic resources throughout the curriculum. Librarians also provide skill classes in using the Web and Web search engines. Bowdoin librarians have designed Web pages presenting research strategies for specific courses, as well as Web-based guides to resources that support the major fields taught at Bowdoin.

The majority of the collection is housed in Hawthorne-Longfellow Library. The Library also boasts four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center in Sills Hall. The Hawthorne-Longfellow Library building was opened in the fall of 1965. In 1985 it was expanded to connect to Hubbard Hall, which contains five stack tiers topped by the Albert Abrahamson Reading

Room, a bright, open study space. Further remodeling and refurbishing to reflect a renewed emphasis on service and to champion both the book and the computer as information resources occurred in 1993-94. Planning currently underway to renovate and expand the library will provide additional individual and group student study spaces, increased network access, a multimedia laboratory and a campus video-conferencing center, and establish the George J. Mitchell Reading Room in Special Collections/Archives.

At the main entrance, a bookcase-lined alcove offers new titles, works by Bowdoin authors, and other selections from the library's collections, as well as a small children's corner for very young visitors and an audio book collection. The entrance level of the building also contains those services of most immediate use to library users: the circulation/reserve desk, an electronic reference area offering a bank of computer workstations, reference books and bibliographies, growing numbers of CD-ROM databases, current newspapers and periodicals, periodical indexes, the microforms collection, and two reading areas.

Housed on the lower level are Bowdoin's extensive collection of bound periodicals, its collections of United States and State of Maine government documents, a fifteen-station computer laboratory, and the electronic classroom for instruction in online and CD-ROM resources and in the use of general and instructional software.

Special features of the second floor are an exhibit area and the President Franklin Pierce Reading Room, which is informally furnished and gives a broad view across campus through floor-to-ceiling windows. The third floor houses the Special Collections and Archives suite. This includes a climate-controlled storage area for rare books and manuscripts, archives related to the history of the College, the Senator George J. Mitchell collection, and a reading room.

The first books that belonged to the library—a set of the Count Marsigli's *Danubius Pannonica-Mysicus,* given to the College in 1796 by General Henry Knox (who had been a bookseller in Boston before he achieved fame as George Washington's chief ordnance officer)—are still a part of its collections. In the early decades of the nineteenth century, Bowdoin's library, largely because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine, was one of the largest in the nation. Today, the library remains one of the outstanding college libraries of the country.

The collections of the library are strong in all curricular areas. There is special strength in documentary publications relating to both British and American history, books relating to exploration and the Arctic regions, seventeenth- through nineteenth-century French literature, eighteenth- through early twentieth-century American literature, books by and about Carlyle, books and pamphlets about Maine, Civil War material, and books and pamphlets on World War I and on the history of much of middle Europe in this century, and on the literary history of pre-twentieth-century France.

The library provides a number of services that extend access to resources not held locally. Reference librarians provide an active instruction program, training students to search remote on-line indexes, the World Wide Web, and full-text database services that supplement use of the library's own collections. Through an active interlibrary loan program, daily delivery is provided of materials from the library collections of Colby and Bates Colleges, and from other libraries throughout the country and the world. Beginning in fall 1998, the library catalogs of Colby, Bates, and Bowdoin may be searched simultaneously through catalog enhancements funded by the Andrew W. Mellon Foundation. Interlibrary loan services incorporate use of Ariel, a high-speed, high-resolution electronic document delivery service that utilizes facsimile and digital transmission over the Internet.

The books, manuscripts, and historic records in Bowdoin's Special Collections and Archives are available for use by scholars and serve an important function in introducing undergraduates—in their research projects and other independent work—to the variety of materials they can expect to work with if they go on to graduate work. Access to these collections is enhanced by descriptive information on the library's Web site.

Special Collections in the Hawthorne-Longfellow Library include extensive book, manuscript, and other materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books and pamphlets collected by Governor James Bowdoin II; the private library of James Bowdoin III; an extensive collection of late-eighteenth- and early-nineteenth-century books (particularly in the sciences) collected by Maine's Vaughan family; books, periodicals, and pamphlets of the French Revolution period; the monumental eighteenth-century *Encyclopédie* of Diderot; the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"), E. S. Curtis's *The North American Indian;* Jacques-Paul Migne's *Patrologiae*; a broad representation of the items published in the District of Maine and in the state during the first decade of its statehood; and the books printed by three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press. Also to be found in Special Collections is the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other memorabilia about slavery, abolitionism, and Afro-American life in Maine.

Special Collections also contains records, papers, and memorabilia of Ralph Owen Brewster '09, Governor of Maine, member of the United States House of Representatives from 1934-41, and United States Senator from 1941-1952.

The papers of Senator George J. Mitchell '54, retired Senate majority leader, were a recent gift to the library. The collection has been fully processed online. A complete finding aid to the collection, including digitized photographs and video clips, may be found on the World Wide Web at http://www.bowdoin.edu/dept/library/arch/mitchell/index.html.

Other outstanding manuscripts in Special Collections are the collections of the papers of General Oliver Otis Howard, director of the Freedmen's Bureau, which helped blacks after the Civil War, and founder of Howard University and some 70 educational institutions for blacks; of Senator William Pitt Fessenden; and of

Professors Parker Cleaveland, Alpheus S. Packard, Henry Johnson, and Stanley Perkins Chase; collections of varying extent of most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; manuscripts by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Charles Stephens, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Pullen, and Francis Russell.

Special Collections also include the Bliss collection of books on travel, French and British architecture, and the history of art and architecture that are housed in the Susan Dwight Bliss Room in Hubbard Hall. Many of these books have exquisite bindings. The books in this room and the room itself (with its Renaissance ceiling that once graced a Neapolitan palazzo) were the gift of Miss Bliss in 1945.

In 1993, through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation, the Bowdoin College Archives was established in space adjacent to Special Collections. Bowdoin's proud 200-year history is among its many strengths. A repository for two centuries of College records and memorabilia, the Archives serves as a vital information center for the campus and the larger scholarly community. The Archives is in the forefront of efforts to employ electronic technology to provide access to collections through the library catalog and the World Wide Web. Students are encouraged to incorporate archival material into their research.

The Hatch Science Library, opened in the spring of 1991, offers science-related materials, including periodicals, microforms, maps, government documents, indexes in paper and electronic format, on-line database searching, and a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The William Pierce Art Library and the Robert Beckwith Music Library, small departmental collections in art and music, are housed adjacent to the offices of the departments. The glass-wrapped Art Library looks out over the campus green. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with computer and listening stations, as well as scores, recordings, books, and interactive CD-ROMs.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni, other friends of the library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a $500,000 grant from the National Endowment for the Humanities for building renovations that will provide additional technology production and classroom space. The income of more than a hundred gifts to the College as endowment is directed to the use of the library. The library annually receives generous gifts of both books and funds for the immediate purchase of books, electronic resources, and other library materials.

INSTRUCTIONAL MEDIA SERVICES

Instructional Media Services, an administrative unit of the Library, coordinates the services of the Language Media Center and Audio Visual Services to support academic and administrative programs.

The Language Media Center, in the basement of Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages. The center houses a major part of the Library collection of audiovisual materials, with special strength in the areas of foreign culture and film. It is equipped with a twelve-station Tandberg audio-active language laboratory; twenty video monitors and players for individual viewing of videodiscs and all international standards of videocassettes; and fourteen networked Macintosh computers with a variety of language-instructional software. A connected room featuring high-resolution video/data display accommodates up to thirty people for group viewing of multimedia productions and teleconferences. Foreign-language broadcasts received by seven satellite dishes are directed to the lobby of the Language Media Center and to classrooms and faculty offices in Sills Hall. The completion of a campus video network during this academic year will allow for the broadcast of these signals to all classrooms and dormitories. A gift from the Andrew W. Mellon Foundation to the foreign language departments of Bowdoin, Bates, and Colby Colleges supported the joint development of new multimedia computing and faculty development centers housed in each institution's foreign language resource center. An additional gift from Mellon will support the creation of a three-way videoconferencing system to support administrative and academic projects among the institutions.

Audio Visual Services, housed in Coles Tower, supports the academic program by providing an array of instructional technologies, including the development of instructional and presentation materials. Support also is provided for a wide range of co-curricular activities.

EDUCATIONAL TECHNOLOGY TASK FORCE

The Educational Technology Task Force is a three-year initiative to stimulate the imaginative use of technology in instruction. A team effort of technology specialists, librarians and faculty members, the Task Force reports to the Librarian, Sherrie Bergman, and is advised by a faculty committee chaired by Carey Phillips, Professor of Biology. Other team members include Judith Montgomery, Associate Librarian for Public Services, Carmen Greenlee, Instructional Media Services Librarian, and Jennifer Snow, Technology Assistant. Project activities include providing support to faculty members to use technology in teaching, sponsoring faculty development programs, establishing multimedia production facilities across campus for student and faculty use, and enhancing technology equipment in classrooms and student computer labs.

COMPUTING AND INFORMATION SERVICES

Computing and Information Services (CIS) provides effective and efficient technology services to all members of the College community. To meet this challenge, CIS is divided into four groups: telecommunications, systems and communications, administrative computing, and academic computing/user services. Together they provide telephone services, Internet access, e-mail, central Unix systems and applications, administrative applications support, Banyan Vines file and print support, and all other desktop support services, including documentation, training, and hardware and software support.

CIS has many special-purpose servers dedicated to various functions, including academic research and instruction, administrative applications, e-mail, and file and print services, as well as many others.

Before they arrive, all students are given an e-mail account and Internet access. They also have basic telephone service, including voice mail, in their residence halls. If a student owns a computer and an Ethernet card, he or she may also choose to have Internet access in his or her dormitory room. Discounted long-distance telephone service and cable TV are available as options.

CIS maintains several public computer labs for use by any member of the College community. Both Macintosh and PC environments are supported. Lab machines include a wide assortment of popular software and are connected to the College-wide network and the Internet.

BOWDOIN COLLEGE MUSEUM OF ART

An art collection has existed at Bowdoin almost since the founding of the College. It came into existence through the 1811 bequest of James Bowdoin III and was one of the earliest to be formed in the United States. Bowdoin's gift consisted of two portfolios containing 141 old master drawings, among which was a superb landscape attributed to Pieter Bruegel the Elder, and 70 paintings. A group of Bowdoin family portraits was bequeathed in 1826 by James Bowdoin III's widow, Sarah Bowdoin Dearborn. Through the years, the collection has been expanded through the generosity of alumni, College friends, and members of the Bowdoin family, and now numbers 14,000 art objects.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker of Boston, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, were commissioned to decorate the museum's rotunda.

The museum holds an important collection of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is the full-length likeness of

Brigadier General Samuel Waldo, generally regarded as the finest American portrait of the first half of the eighteenth century. The nine paintings by Gilbert Stuart include pendant portraits of Thomas Jefferson and James Madison. *Colonial and Federal Portraits at Bowdoin College,* published in 1966, describes this collection in detail.

The College's collection of ancient art contains sculpture, vases, terra cottas, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, L.H.D. '26, the leading American collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, an acquisition facilitated for the College by Henri Byron Haskell M1855, are installed in the museum's rotunda. *Ancient Art in Bowdoin College,* published in 1964, describes these holdings.

The College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals and plaquettes presented by Amanda Marchesa Molinari; a fine group of European and American pictures and decorative arts given by John H. Halford '07 and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner, LL.D. '45, and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

The College's Winslow Homer Collection comprises paintings, drawings, prints, and memorabilia pertaining to the artist's career. The first painting by Homer to enter the museum, a watercolor entitled *The End of the Hunt,* was contributed by the Walker sisters from their personal collection. In the fall of 1964, a gift from the Homer family brought to Bowdoin the major portion of the memorabilia remaining in the artist's studio at Prout's Neck, letters written over a period of many years to members of his family, and photographs of friends, family, and Prout's Neck. A large collection of woodcuts was later purchased to augment these holdings and to create a center for the scholarly study of the life and career of this important American artist.

In the late 1960s and early 1970s, the museum acquired through gift and purchase a survey collection of paintings, drawings, and prints by the American artist and illustrator Rockwell Kent.

The permanent collections also contain fine examples of the work of such nineteenth-century and twentieth-century American artists as Martin Johnson Heade, Eastman Johnson, George Inness, Thomas Eakins, John Singer Sargent, William Glackens, Marsden Hartley, Jack Tworkov, Arshile Gorky, Franz Kline, Andrew Wyeth, D.F.A. '70, Leonard Baskin, and Alex Katz.

In 1982, the museum published the *Handbook of the Collections,* dedicated to the memory of John H. Halford '07. In 1985, a comprehensive catalogue of the College's permanent collection of old master drawings was published. *The Architecture of Bowdoin College,* an illustrated guide to the campus by Patricia McGraw Anderson, was published in 1988.

During 1993-94, the Museum of Art commemorated the bicentennial of Bowdoin College and the centennial of the Walker Art Building with the publication of a book titled *The Legacy of James Bowdoin III* and a series of major exhibitions. The book includes scholarly essays on the career and collections of the College's first patron, who was a merchant, agriculturalist, politician, and President Jefferson's minister to Spain. Additional essays discuss the campus life of the art collections left by James Bowdoin to the College, the intellectual foundations of the American college museum, the commission for the art building given by the sisters Harriet Sarah and Mary Sophia Walker in memory of their uncle Theophilus Wheeler Walker, and Walker family history. The series of year-long exhibitions focused on the principal donors, James Bowdoin and the Walker sisters; the quality and variety of the museum's permanent collection; and the present strength of the College's art department.

In addition to exhibitions of the permanent collections, the museum schedules an active program of temporary exhibitions of art lent by institutions and private collectors throughout the United States. Recent exhibitions include *Art's Lament: Creativity in the Face of Death; Collecting for a College: Gifts from David P. Becker; Bowdoin Photographers: Liberal Arts Lens; The Studio Museum in Harlem: Twenty-Five Years of African American Art; The Inferno: Monotypes by Michael Mazur for Robert Pinsky's Verse Translation; Appeal to This Age: Photography of the Civil Rights Movement, 1954-1968; Saint's Stories: Melissa Weinman; Connections with Antiquity: Works by George Mason; Embedded Metaphor;* and *Sally Mann: Still Time.* Smaller exhibitions are organized with faculty and student involvement to supplement specific courses.

The College lends art objects in the custody of the museum to other institutions throughout the United States and, occasionally, to institutions abroad. The museum also sponsors educational programs including gallery talks and lectures to foster dialogue about the permanent collections and temporary exhibitions. Use of the collections in courses at the College is encouraged.

Members of the Association of Bowdoin Friends, a campus support group, have access to the wide variety of activities and programs sponsored by the museum. Another vital support group of 54 volunteers conducts tours and assists the museum staff with clerical activities and educational programs. The museum was awarded two three-year Andrew W. Mellon Foundation grants that support year-long internships at the museum for recent art history graduates. The Mellon project also encourages use of the art collections in courses at the College.

The amount of space in the Walker Art Building more than doubled in 1976 following extensive renovation designed by Edward Larrabee Barnes. Two galleries for exhibiting the museum's permanent collection and two temporary exhibition galleries were added on the lower level. One of the new galleries was dedicated to the memory of John H. Halford '07; another, in memory of John A. and Helen P. Becker. In 1993, the Winslow Homer Seminar Room was established at the request of students for closer study and examination of works of art normally in storage. During the academic year, this space is used actively by faculty and students for course work and/or independent research projects.

THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin,* a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's exhibitions were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College, the Kane Lodge Foundation, and the Russell and Janet Doubleday Foundation have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 125 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 130 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats.

No formal courses are offered at the station, but students from Bowdoin and other institutions are encouraged to select problems for investigation on Kent Island during the summer and to conduct independent field work with the advice and assistance of the director, Professor Nathaniel Wheelwright. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Four-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Breckinridge Public Affairs Center

The Breckinridge Public Affairs Center is a 23-acre estate on the tidal York River in York, Maine. Owned and operated by Bowdoin College, the center is used for classes, seminars, and meetings of educational, cultural, and civic groups. Business and professional organizations also use the facility for planning sessions and staff development activities. The center includes a 25-room main house, a clay tennis court, and a 110-foot, circular, saltwater swimming pool. River House, which accommodates 19 overnight guests, was designed by Guy Lowell in 1905 and is on the National Register of Historic Places. The estate was given to Bowdoin in 1974 by Marvin Breckinridge Patterson, whose husband was the Honorable Jefferson Patterson of St. Leonard, Maryland. Named in honor of Mrs. Patterson's family, the estate is available for use April 1 through July 25, and September 17 through Thanksgiving, each year.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site about eight miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in marine biology, terrestrial ecology, ornithology and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology. In addition, the centrally-located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and new-growth forest.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by ten or twelve major lectures, in addition to lectures, panel discussions, and other presentations sponsored by the various departments of study and undergraduate organizations. These funds are administered by the Lectures and Concerts Committee and relevant departments.

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin;* her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables."

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an Overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to sponsor lectures under the auspices of the Department of Mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science under the sponsorship of the Department of Government.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

Alfred E. Golz Lecture Fund (1986): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to provide lectures under the sponsorship of the Department of Mathematics.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology."

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used to provide lectures on bird life and its effect on forestry.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide at least one lecture each year, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalyne Spindel Bernstein H'97 and Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support a series of lectures to be delivered by men selected by the faculty. In addition to offering a course for undergraduates, the visiting professor on the Tallman Foundation gives public lectures on the subject of special interest.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from informal student repertory sessions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, Bowdoin Orchestra, College Chorus, Concert Band, and Chamber Ensembles are part of the curricular program. Other groups, such as the Polar Jazz Ensemble and Bowdoin Conga Drums, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes Palestrina's *Missa Lauda Sion,* music of the African Diaspora, Jimi Hendrix, Handel's *Messiah* (with the Portland Symphony), and the music of Ecuador. Recent tours have taken the choir to Europe, Canada, New Orleans, and South America. The Bowdoin Chorus, which also tours, is a choral ensemble composed of students, faculty, staff, and community members. Recent performances by the Chorus include Brahms's *Liebeslieder Waltzes,* Rachmaninoff's *Liturgy of St. John Chrysostom,* Fauré's *Requiem,* and the music of Latin America.

The Bowdoin Orchestra is an auditioned ensemble also drawn from the community at large. Its performances include works from the standard repertoire, such as Mozart and Beethoven symphonies, as well as more unusual selections and premieres of new student and faculty compositions. The Concert Band often performs at campus ceremonies, such as Sarah and James Bowdoin Day, and it also plays on-campus concerts of the standard repertoire and contemporary arrangements. Chamber ensembles include string quartets, piano trios, brass and wind groups, and jazz combos. They are coached by Bowdoin faculty and other professionals.

Both early music and contemporary music receive considerable emphasis at Bowdoin, and the music department recently won a national award for its support of American music. Early music is furthered through a collection of early instruments, such as violas da gamba, shawms, cornetti, and members of the lute family, as well as two harpsichords and a tracker-action organ, gift of Chester William Cooke III '57. Entire concerts are often devoted to a particular early-music repertoire, such as that of the sixteenth-century Spanish court. Recent visiting early-music artists include the Tallis Scholars, Musica Antiqua Köln, and harpsichordist Igor Kipnis.

There are also frequent visits by guest composers such as Karel Husa, Pauline Oliveros, George Crumb, and Thea Musgrave, and a biennial festival of contemporary choral music. Student compositions are often heard on campus. The performance of American music has included visits by professional jazz musicians such as pianist Kenny Barron, the group Orange Then Blue, and the production of Otto Luening's opera *Evangeline.*

Other visiting artists in recent years have included Eugenia Zukerman, the Los Angeles Piano Quartet, Joan Morris and William Bolcom, the Chinese Music Ensemble of New York, the Lydian String Quartet, and Kurt Ollmann. In addition to performing, the artists often teach master classes and hold discussions with students.

Bowdoin owns a collection of orchestral and band instruments and over twenty grand pianos available for use by students studying and performing music. Soloists and ensembles perform in a number of halls on campus, including Gibson Recital Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ. A new, 300-seat recital hall is expected to be available in the next couple of years. Private instruction in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments is available.

Theater and Dance

Dance

The dance component of the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed an academic curriculum. Each year, the Bowdoin Dance Group, the student performing ensemble, presents an informal studio show in December and a major performance of student- and faculty-choreographed works in Pickard Theater in April. Students also perform at Parents' Weekend in the fall and at the Museum of Art in May and additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, held in the dance studio at Sargent Gymnasium, but independent work is also presented.

A co-curricular, student-run performance group called VAGUE was founded in 1989. VAGUE (an acronym for "Very Ambitious Group Under Experiment") performs as part of Bowdoin Dance Group concerts and in other shows on and off campus. VAGUE's faculty advisor is the chair of the Department of Theater and Dance, and the group shares the department's dance studio on the third floor of Sargent Gymnasium.

The studio provides a light, airy space with a suspended wood floor for classes and rehearsals. Dance concerts are sometimes presented in the studio, in addition to Pickard Theater, Kresge Auditorium, and the Museum of Art, as well as in unconventional spaces such as the squash courts and outside on the Quad.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. Student dancers have presented prize-winning pieces in the American College Dance Festival Association's annual festival and occasionally work with students from Bates and Colby Colleges on performances. The department has sponsored professional dance companies that range from baroque dance, flamenco, and ballet to tap, modern, and performance art.

A partial list includes, for baroque and ballet, the Berkshire Ballet, the Court Dance Company of New York, and the Ken Pierce Baroque Dance Company; for jazz and jazz-tap, Impulse Dance Company and the Copasetics; for modern forms, Alvin Ailey Repertory Ensemble, Johanna Boyce, Art Bridgman and Myrna Packer, Richard Bull Dance Company, Jim Coleman/Terese Freedman, Merce Cunningham, Douglas Dunn, Susan Foster, Irène Hultman, Pauline Koner, Meredith Monk, Mark Morris, Phoebe Neville, Wendy Perron, Pilobolus, Dana Reitz, Kei Takei, UMO Performance Ensemble, Doug Varone, Trisha Brown Company, and David Parker and the Bang Group; and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and often are commissioned to create choreography especially for the Bowdoin dancers.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department.

The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental productions have included the premiere of Elizabeth Wong's *China Doll,* Elizabeth Egloff's *Phaedra,* Caryl Churchill's *Vinegar Tom,* Shakespeare's *Macbeth,* and a student-directed *The Taming of the Shrew.* In conjunction with the department's activities, visiting artists present performance workshops and professional courses in a variety of areas. The department has sponsored several residencies and performances by artists such as Spalding Gray and Dan Hurlin (both Obie-award-winning performance and theater artists).

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. The G.H.Q. Playwrights' Theater, a 100-seat, black box theater is used to present a wide range of work by students and faculty. Memorial Hall also contains a scene shop, a costume shop, and classrooms for theater and dance. Fall 1998 marks the beginning of major renovations for Memorial Hall, including a complete remodeling of the main theater, and construction of a flexible laboratory theater with seating for 150. Renovations will also include a fully-equipped design classroom, new seminar rooms, expanded rehearsal space, and a new dance studio.

Masque and Gown sponsors an annual, student-written, one-act play festival, a sixty-year-long tradition, partially underwritten by the generous gift of Hunter S. Frost '47. In addition to the one-act play festival, Masque and Gown presents one major production and numerous other plays throughout the year. An executive committee of undergraduates elected by its members consults with the group's academic advisor to determine the program for each year. The board organizes production work and takes responsibility for the club's publicity. Masque and Gown members work as actors, playwrights, directors, designers, builders, painters, electricians, stage hands, publicists, and producers.

Student Affairs

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. *The Bowdoin College Student Handbook* provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: http://www.bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic conduct. The institution assumes that all Bowdoin students possess the attributes implied by intellectual honesty.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the 1998–99 *Bowdoin College Student Handbook.*

RESIDENTIAL LIFE

As a residential College, Bowdoin is committed to the learning process that takes place both in and outside the classroom. On February 22, 1997, the Commission on Residential Life's *Interim Report* was submitted to and approved unanimously by the Board of Trustees of the College. This report defines and describes a new conception of residential life for Bowdoin College, based on a model of broad House membership that includes all students. In March 1997, the College's Board of Trustees voted to replace the present system of fraternities with a system of College Houses and to phase out fraternities by May 2000. This policy covers all Bowdoin students and fraternities and their relationships with other similar private, selective-membership social organizations, whether they are residential or non-residential, or have any local or national affiliation.

The Office of Residential Life is responsible for the management of the residential life program, the development of the new College House System, and the maintenance of a healthy and safe community. These responsibilities include: planning educational and social programs; connecting students to support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders and the Office of Residential Life and the Office of the Dean of Student Affairs. In addition, the active participation of faculty in the House System is extremely important. This participation helps to integrate the academic and social spheres of the College as described in the Commission on Residential Life's *Interim Report.*

SECURITY

The College Security department provides a uniformed security staff 24 hours a day to respond to emergencies and to maintain a regular patrol of the campus. The Security Office is located in Rhodes Hall. The **Security Communication Center** is staffed 24 hours a day, seven days a week. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500

Non Emergencies - Ext. 3314 or 725-3314

The **Security Office** is open from 8:30 a.m. to 5:00 p.m., Monday through Friday (closed on holidays and weekends) and can be reached by calling Ext. 3458.

Security is a community responsibility. All community members have an obligation to report suspicious activities, criminal activity, emergencies, and unsafe conditions immediately to insure a safe environment.

Information about personal safety, vehicle registration, parking and shuttle service is contained in the *Student Handbook.*

STUDENT GOVERNMENT

Bowdoin student government was reformed in Spring 1997 to create a larger governing body that consists of two parts, a Student Assembly and an Executive Committee. The Student Assembly consists of twenty-nine students including each of the four class presidents, two inter-house council (IHC) representatives, four open positions, and representatives from the five College House Affiliations. The four open positions will be determined by interviews conducted by the Executive Committee, to which all students are eligible to apply. The Executive Committee consists of nine students elected at large with the specific purpose of overseeing the Student Assembly and all chartered student organizations, as well as presenting student opinion to the faculty and the administration.

This reform of Bowdoin student government was made in order to achieve the following four goals:

1. to improve student access to members of student government,
2. to close the communication gap between College committees and student government,
3. to ensure that a diversity of student interests is represented in student government,
4. to create an accessible and dynamic forum in which student issues and concerns can be raised and debated.

The full text of the revised Bowdoin student government Constitution is in the *Student Handbook.*

STUDENT ACTIVITIES

Student organizations present an array of programs, services and activities for the College community. Membership in all organizations is open to all students. Among the oldest groups are the Outing Club, the *Orient*, and Masque and Gown, a student-run dramatic organization. The Korean American Student Association, founded in 1998, is one of the newest. For a complete list and description of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a building; it is an organization that responds to the needs of all members of the College community.

The Smith Union contains the Student Activities Office, a game room/recreation area, the student-run Jack Magee's Pub, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the mailroom, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA). Intercollegiate teams compete on the Division III level with the exception of men's and women's skiing, which compete at the Division I level. Division III membership prohibits athletic scholarships. Students who play at the varsity level at Bowdoin are students first and athletes second.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools in academic and athletic programs. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams.

Intercollegiate and Club Programs

Bowdoin's athletic program provides intercollegiate opportunities for students who excel in the classroom. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If conflicts occur, students should consult with their instructors well in advance. Details regarding Bowdoin's policy on athletics and academics are distributed by the Athletic Office to all Bowdoin athletes.

Bowdoin encourages participation in its athletic programs by maximizing the number and variety of athletic opportunities in varsity, club and intramural sports. Twenty-nine varsity sports, five club sports, three levels of intramural competition in ten sports, and over twenty physical education courses are all integral parts of the athletic program.

Bowdoin ensures that athletes receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection, grading, living accommodations, or financial aid. Similarly, athletes are not denied rights and opportunities that would be available to other students.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, track (winter and spring).

Women: Basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball.

Coed: Sailing (fall), golf.

Club Programs: Crew, rugby, Ultimate Frisbee, water polo, cricket.

Bowdoin gives primary emphasis to in-season competition, but exceptional teams and individuals may be given opportunities to compete in postseason championships.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESCAC and in New England.

Bowdoin's coaches serve as excellent resources for students, providing athletic guidance and instruction and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include: Morrell and Sargent gymnasiums; the Dayton Arena; ten singles and one doubles squash courts; the Sidney Watson Fitness Center; a multipurpose/aerobics room; new all-weather tennis courts; a 400–meter, 6–lane outdoor track; Farley Field House, which houses a 6–lane, 200–meter track and four regulation tennis courts; Greason Pool, a unique 16–lane, 114–foot by 75–foot swimming pool with two 1–meter and one 3–meter diving boards; 35 acres of playing fields; and locker room and training room facilities.

Physical Education

The Athletic Department offers an instructional program in a wide variety of activities utilizing campus and off–campus facilities. These activities have been selected to provide the entire on–campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure–time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

Coach Tom McCabe, Physical Education Coordinator, can be reached at Ext. 3351 (email: mccabe@henry.bowdoin.edu) for further information.

WOMEN'S RESOURCE CENTER

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street) and shares the building with the Women's Studies Program and the offices of the Bowdoin Women's Association (BWA), Safe Space, and the Bisexual, Gay, Lesbian Alliance for Diversity (B-GLAD). The WRC houses a library of roughly 2,500 books and 30 periodicals on women's and gender issues. Readings for Women's Studies courses are held on reserve each semester for students to use in the building. The WRC publishes a newsletter jointly with the Women's Studies program and posts information about current news and events. The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff and community members. It also sponsors off-campus trips to selected conferences, rallies, and entertainment/ cultural events.

CAREER PLANNING CENTER

http://www.bowdoin.edu/dept/CPC

The Career Planning Center (CPC) complements the academic mission of the College. A major goal of the Center is to introduce undergraduates to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early during their college years for counseling and information on internships and summer jobs. The CPC assists seniors and alumni/ae in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, using the Internet, and refining job-hunting techniques. Panel discussions and informational meetings throughout the year are designed to broaden students' awareness of their career options and to enhance their understanding of the job market. Programming and advising regarding graduate and professional school study are offered as well. In counseling style and program content, the CPC addresses the needs of those with diverse interests, values, and expectations.

Each year, nearly 40 companies, 75 graduate and professional schools, and a growing number of secondary schools and nonprofit employers participate in the on-campus recruiting program. Bowdoin is also a member of interviewing consortia in Boston and New York City. The office actively maintains a World Wide Web site; houses application materials on nearly 1,000 summer, semester, and January internships; and has access to extensive online job leads and internship listing through participation in the Liberal Arts Career Network.

The Career Planning Center continually updates an alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A weekly newsletter publicizes all CPC events and programs in addition to internship and job openings.

HEALTH SERVICES

The Dudley Coe Health Center provides medical and nursing services to students, Monday through Friday, from 8:30 a.m. to 6:00 p.m. Physicians, registered nurses, a nurse practitioner, and a radiologic technologist work together to staff the student health services. Complete gynecologic services are also available. Appointments are encouraged and can be scheduled by calling Ext. 3236.

The Dudley Coe Health Center works closely with the local medical community and area hospitals to provide comprehensive health care to all Bowdoin students. The Health Center does not provide clinical services during school vacations.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals (trained in psychology, social work, or counseling) who are dedicated to helping students resolve personal and academic difficulties and maximize their psychological and intellectual potential. The counseling staff assists students who have concerns about anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug use, date rape, eating disorders and body image, sexuality, intimate relationships, and many other matters. In addition to providing individual and group counseling, the staff conducts programs and workshops and provides training and consultation for the Bowdoin community. When appropriate, counselors may refer students to a consulting psychiatrist for evaluation regarding psychoactive medication. The Counseling Service maintains a particularly strong commitment to meeting the needs of underrepresented groups and enhancing cross-cultural understanding. Information disclosed by a student to his or her counselor is subject to strict confidentiality.

Students may schedule a counseling appointment by calling Ext. 3145 or stopping by the office on the third floor of Dudley Coe Health Center. Regular hours are from 8:30 a.m. to 5:00 p.m., Monday through Friday. A walk-in "emergency" hour is available each weekday from 4:00 p.m. to 5:00 p.m. for student concerns warranting immediate attention. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Bowdoin Security (Ext. 3500). The Counseling Service does not provide clinical services during school vacations.

The Counseling Service staff also provides brief counseling and referral services to all Bowdoin employees through the College's Employee Assistance Program (EAP). Employees may call the Counseling Service to schedule an appointment during regular hours, or may arrange to see an off-campus EAP counselor (Anne Funderburk, L.C.S.W.) by calling 729-7710.

Alumni and Community Organizations

Alumni Association

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Executive Committee of the Alumni Council.

Alumni Council Executive Committee

Officers: Richard M. Burston '49, president; Kevin Wesley '89, secretary and treasurer.

Members-at-Large: Terms expire in 1999: William A. Dougherty '46, Walter G. Gans '57, Wanda E. Fleming '82, and Charles G. Bridge '61. Terms expire in 2000: Judith E. Laster '81, Deborah Jensen Barker '80, Gregory E. Kerr '79, and Michel J. LePage '78. Terms expire in 2002: eight members to be announced.

Other members of the council executive committee are a representative of the faculty; Eli D. Orlic, director of annual giving; David G. Brown '79, chair of the Alumni Fund; William E. Chapman II '63, national chair of clubs; one member of the Afro-American Alumni Council; Edward G. Poole '82, national chair of BASIC; Anne Bradley '00 and Chewon Lee '99, undergraduates; and William A. Torrey, vice president for planning and development. The president of the College is an *ex officio* member.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

The recipient in 1998 was David Z. Webster '57.

Alumni Award for Faculty and Staff: Established by the Alumni Council in 1963, this award is presented each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

The recipient in 1998 was Walter H. Moulton '58, director of student aid.

Distinguished Educator Award: Established in 1964, this award recognizes outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

The recipient in 1998 was Alexander L. Lee, Jr. '80, history teacher, advisor and class dean at Lick-Wilmerding High School in San Francisco, and founder and executive director of Aim High.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published three times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College.

Bowdoin Alumni School and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 600 alumni in the United States and several foreign countries which assists the Admissions Office in the identification and evaluation of candidates. BASIC responsibilities include providing alumni interviews for applicants when distance or time precludes a visit to Brunswick, representing the College at local "college fair" programs, and, in general, serving as liaison between the College and prospective students.

Alumni Fund

The principal task of the Bowdoin Alumni Fund is to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience. In 1996-97, the Fund total was $3,656,025, with 50.1% alumni participation.

Chair: David G. Brown '79.

Directors: Richard E. Burns '58, Robert R. Forsberg, Jr. '85, Sandra Stone Hotchkiss '77, Bruce J. Lynskey '77, Stephen P. Maidman '76, Holly N. Pompeo '92, Peter E. Sims '98, John A. Whipple '68, Gail Worthington '85.

Alumni Fund Awards

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

The recipient in 1997 was the Class of 1976, Leo T. Guen and Stephen P. Maidman, class agents.

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

The recipient in 1997 was the Class of 1977, Bruce J. Lynskey and Gail M. Malitas, class agents, and Sandra Stone Hotchkiss, special gifts chair.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 1997 was the Class of 1972, Thomas R. Friedlander and Clifford S. Webster, class agents, and Barry Mills, special gifts chair.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 1997 was the Class of 1992, Holly N. Pompeo and Sara E. Wasinger, class agents.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

The recipient in 1997 was the Class of 1987, Paula Tremblay Burke, Elizabeth B. Michalski, and Jonathan D. Sharkey, class agents, and Mark P. Leeds, special gifts chair.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class which, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

The recipients in 1997 were the Class of 1957, Edward E. Langbein, Jr. and David Z. Webster, class agents, and Erik Lund, special gifts chair; and the Class of 1962, Peter B. Webster, class agent, and Alan R. Titus, special gifts chair.

$100,000 Club: Established by the directors in 1989, the $100,000 Club recognizes each class agent and special gifts chair who has led his or her class over the $100,000 figure during an Alumni Fund year.

The recipients in 1997 were William H. Hazen, Reginald P. McManus, and Campbell B. Niven, class of 1952; Alan R. Titus and Peter B. Webster, class of 1962; Thomas R. Friedlander, Barry Mills, and Clifford S. Webster, class of 1972; Leo T. Guen and Stephen P. Maidman, class of 1976.

Robert M. Cross Awards: Established by the directors in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The recipient in 1997 was Arthur D. Dolloff '47.

The President's Cup for Alumni Giving: Established by the Development Committee of the Governing Boards in 1985, two cups are awarded annually—one for classes out of college forty-nine years or less, and one for classes out of college fifty years or more. The awards are presented on the basis of the total giving effort of a class, with all gifts actually received by or for the benefit of the College during the academic year eligible.

The recipients in 1997 were the Class of 1956 and the Class of 1926.

$200,000 Club: Established by the Alumni Fund directors in 1997, the $200,000 Club recognizes each class agent and special gifts chair who has led his or her class over the $200,000 figure during an Alumni Fund year.

The recipients in 1997 were Edward E. Langbein, Jr., Erik Lund, and David Z. Webster, class of 1957; and Sandra Stone Hotchkiss, Bruce J. Lynskey, and Gail M. Malitas, class of 1977.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

The Society of Bowdoin Women continues to adapt its focus to support the changing needs of the College. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

The Society's programs and activities are made possible by dues, contributions, and bequests. Membership is open to any interested person by payment of annual dues of $3.00.

Officers: Kimberly Labbe Mills '82, immediate past president; Blythe Bickel Edwards, honorary president; O. Jeanne d'Arc Mayo, president; Joan R. Shepherd, treasurer; Martha B. Heussler, activities coordinator; Mary Scott Brownell, secretary.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a volunteer group of Brunswick-area residents who share an interest in the well-being of the College. The Bowdoin Friends actively support the College, library, museums, and music and athletics programs. Friends regularly attend lectures, concerts, and special programs on campus, and many audit classes. Activities sponsored by the association include bus trips to New England museums, and receptions and dinners held in conjunction with presentations by Bowdoin faculty and students.

Bowdoin Friends are invited to contribute to the life of the College through the Host Family Program. The Host Family Program, administered by the Office of Residential Life, pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

A $30 annual fee is required of all Bowdoin Friends who wish to receive copies of the College calendar and magazine.

Steering Committee: James P. Bowditch, chair; Eric Buch, Warren R. Dwyer, Marjorie B. Follansbee, Anne H. Howell, Elizabeth Knowles, Elaine B. Miller, Sandra Peters, Thomas A. Rumpf, Joan V. Smith, Kitty Wheeler, Leo Wysochansky.

Summer Programs

Bowdoin College summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

Upward Bound, in its thirty-third year at Bowdoin, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, the **Bowdoin Summer Music Festival** incorporates a music school, a concert series featuring internationally acclaimed guest artists and the Festival's renowned faculty, and the nationally recognized Gamper Festival of Contemporary Music. Approximately 200 gifted performers of high school, college, and graduate school levels participate in a concentrated six-week program of instrumental and chamber music and composition studies with the Festival's faculty, which is composed of teacher-performers from the world's leading conservatories.

The Hockey Clinic, under the direction of the Athletic Department, began at Bowdoin College in 1971. Boys and girls, ranging from nine to eighteen years old, come from throughout the United States to train with Bowdoin coaches as well as coaches from other prep schools and academies with outstanding hockey programs.

Each year additional camps are offered by members of the athletic staff in tennis, basketball, and soccer. A day camp for children from seven to fourteen years old is based in Farley Field House.

In addition to the four long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Summer Programs Office, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities.

Officers of Government

PRESIDENT OF THE COLLEGE

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College.

BOARD OF TRUSTEES

Frederick Gordon Potter Thorne, A.B. (Bowdoin), *Chair.* Elected Overseer, 1972; elected Trustee, 1982. Term expires 2003.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia), *Vice Chair.* Elected Overseer, 1988.* Term expires 2000.

I. Joel Abromson, A.B. (Bowdoin). Elected Overseer, 1994.* Term expires 2000.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2001.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2000.

Tracy Jean Burlock, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2001.

Geoffrey Canada, A.B. (Bowdoin). Elected Overseer, 1995.* Term expires 2001.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989.* Term expires 2001.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994.* Term expires 2000.

Philip R. Cowen, B.S. (New York University). Elected Overseer, 1993.* Term expires 1999.

* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.

Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve. It should be noted that the expectation is that most Trustees will serve two terms and some will serve three or more terms.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992.* Term expires 2003.

Stanley Freeman Druckenmiller, A.B. (Bowdoin). Elected Overseer, 1991.* Term expires 2002.

Marc Bennett Garnick, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2001.

Leon Arthur Gorman, A.B., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994. Term expires 2002.

Laurie Anne Hawkes, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. Term expires 2003.

William Harris Hazen, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1981; elected Trustee, 1994. Term expires 2001.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2003.

William Sargent Janes, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2002.

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997. Term expires, 2002.

Samuel Appleton Ladd III, A.B. (Bowdoin). Elected Overseer, 1991.* Term expires 2002.

James Walter MacAllen, A.B. (Bowdoin). Elected Overseer, 1995.* Term expires 2001.

Nancy Bellhouse May, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996. Term expires 2001.

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia). Elected Overseer, 1994.* Term expires 2000.

Jane McKay Morrell, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2002.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989. Term expires 2002.

David Alexander Olsen, A.B. (Bowdoin). Elected Overseer, 1986.* Term expires 2003.

Michael Henderson Owens, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988.* Term expires 2000.

Hollis Susan Rafkin-Sax, A.B. (Bowdoin). Elected Overseer, 1988.* Term expires 2000.

Peter Donald Relic, A.B. (Bowdoin), A.M. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987.* Term expires 1999.

Linda Horvitz Roth, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2003.

Lee Dickinson Rowe, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2001.

Joan Benoit Samuelson, A.B. (Bowdoin). Elected Overseer, 1995.* Term expires 2001.

Jill Ann Shaw-Ruddock, A.B. (Bowdoin). Elected Overseer, 1994.* Term expires 2000.

D. Ellen Shuman, A.B. (Bowdoin), M.S. (Yale). Elected Overseer, 1992.* Term expires 2003.

Carolyn Walch Slayman, A.B. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988. Term expires 2001.

Peter Metcalf Small, A.B. (Bowdoin). Elected Overseer, 1988.* Term expires 2000.

Donald B. Snyder, Jr., A.B. (Bowdoin). Elected Overseer, 1992.* Term expires 2003.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998. Term expires 2003.

John J. Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2003.

Mary Ann Villari, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987.* Term expires 1999.

William Grosvenor Wadman. A.B. (Bowdoin). Elected Overseer, 1988.* Term expires 2000.

Leslie Walker, A.B. (Bowdoin). Elected Overseer, 1995.* Term expires 2001.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 1999.

Barry Neal Wish, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994. Term expires 2002.

John Alden Woodcock, Jr., A.B. (Bowdoin), M.A., J.D. (University of London). Elected Trustee, 1996. Term expires 2001.

Donald Mack Zuckert, A.B. (Bowdoin), LL.B. (New York University). Elected Overseer, 1987; elected Trustee, 1995. Term expires 2003.

Robert H. Millar, A.B. (Bowdoin), B.Div. (Yale), *Secretary.* Elected 1991, re-elected 1996. Term expires 2001.

Anne W. Springer, A.B. (Bowdoin), *Assistant Secretary.* Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Term expires 1999.

EMERITI

Charles William Allen, A.B. (Bowdoin), J.D. (Michigan), LL.D. (Bowdoin). Elected Overseer, 1967; elected emeritus, 1976.

Thomas Hodge Allen, A.B. (Bowdoin), B.Phil. (Oxford), J.D. (Harvard). Elected Overseer, 1985; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Peter Charles Barnard, A.B. (Bowdoin), A.M. (Middlebury). Elected Secretary, 1977; elected secretary of the president and trustees emeritus and overseer emeritus, 1991.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986; elected emeritus, 1998.

Rosalyne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston University). Elected Overseer, 1970; elected emeritus, 1985.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976; elected emeritus, 1988.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991; elected emeritus, 1997.

David Watson Daly Dickson, A.B. (Bowdoin), A.M., Ph.D. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1975; elected emeritus, 1982.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green, Jr. Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986; elected emeritus, 1998.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

Caroline Lee Herter. Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

Regina Elbinger Herzlinger, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

The Reverend Judith Linnea Anderson Hoehler, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.

Roscoe Cunningham Ingalls, Jr., B.S. (Bowdoin). Elected Overseer, 1968; elected Trustee, 1973; elected emeritus, 1989.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.

Judith Magyar Isaacson, A.B. (Bates), A.M. (Bowdoin). Elected Overseer, 1984; elected emerita, 1996.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B. (Virginia). Elected Overseer, 1976; elected emeritus, 1988.

Herbert Mayhew Lord, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980; elected emeritus, 1992.

George Calvin Mackenzie, A.B. (Bowdoin), M.A. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1998.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.

Cynthia Graham McFadden, A.B. (Bowdoin), LL.B. (Columbia). Elected Overseer, 1986; elected emerita, 1995.

Malcolm Elmer Morrell, Jr., A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1974; elected emeritus, 1986.

Robert Warren Morse, B.S. (Bowdoin), Sc.M., Ph.D. (Brown), Sc.D. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.

Norman Colman Nicholson, Jr., A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.

Campbell Barrett Niven, A.B. (Bowdoin). Elected Overseer, 1986; elected emeritus, 1998.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

William Curtis Pierce, A.B. (Bowdoin), LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1967; elected emeritus, 1981.

Everett Parker Pope, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.

Louis Robert Porteous, Jr., A.B. (Bowdoin), LL.D. (Portland School of Art). Elected Overseer, 1982; elected emeritus, 1994.

Thomas Prince Riley, A.B. (Bowdoin). Elected Secretary, 1955; elected emeritus, 1983.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

Robert Nelson Smith, Lieutenant General (Ret.), B.S. (Bowdoin), LL.D. (Kyung Hee University). Elected Overseer, 1965; elected emeritus, 1978.

John Ingalls Snow, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986; elected emeritus, 1992.

Phineas Sprague, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1992.

Terry Douglas Stenberg, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.

Deborah Jean Swiss, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale). Elected Overseer, 1978; elected emeritus, 1990.

Lewis Vassor Vafiades, A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1973; elected emeritus, 1979.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Winthrop Brooks Walker, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1966; elected Trustee, 1970; elected emeritus, 1986.

Harry K. Warren, A.B. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.

Timothy Matlack Warren, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

George Curtis Webber II, A.B. (Bowdoin). Elected Secretary, 1983; elected emeritus, 1986.

Russell Bacon Wight, Jr., A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.

Elizabeth Christian Woodcock, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985; elected emerita, 1997.

Officers of Instruction

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Carleton), President of the College. (1990)*

Eileen A. Achorn, B.A., Ph.D. (Texas-Austin), Visiting Assistant Professor of Psychology. (1998)

Claire P. Allum, B.A. (University of Calgary), M.A. (Trent University), Ph.D. (University of Calgary), Visiting Assistant Professor of Anthropology. (1998)

John W. Ambrose, Jr., A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature. (1966)

Michele K. Amidon, B.A. (St. Lawrence), Coach in the Department of Athletics. (1996)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus and Ear-Training Instructor. *(Adjunct.)*

D. Andrew Austin, B.A. (Bennington), Ph.D. (Pennsylvania), Visiting Assistant Professor of Economics. (1998)

Pamela Ballinger, B.A. (Stanford), M.Phil (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Anthropology. (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California-Santa Barbara), Assistant Professor of Sociology. (1998)

Marie E. Barbieri, B.A., M.S., M.A., Ph.D. (Pennsylvania), Assistant Professor of Romance Languages on the Longfellow Professorship of Modern Languages Fund. (1993)

William Henry Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (1975)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Assistant Professor of Geology. (1998)

Charles R. Beitz, A.B. (Colgate), M.A. (Michigan), M.A., Ph.D. (Princeton), Dean for Academic Affairs and Professor of Government. (1991)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), Professor of Sociology. *(On leave of absence for the academic year.)* (1983)

Catherine Beller-McKenna, B.A. (Oberlin), M.M. (New England Conservatory), Ph.D. (South Carolina), Visiting Assistant Professor of Music. *(Fall semester.)* (1998)

**Date of first appointment to the faculty.*

Gretchen Berg, B.A. (Antioch), Ed.M. (Harvard), Lecturer in Theater. *(Adjunct.)*

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Professor of Classics. (1980)

Riley P. Brewster, A.B. (Bowdoin), M.F.A. (Yale), Visiting Assistant Professor of Art. (1997)

Richard D. Broene, B.S. (Hope), Ph.D. (California-Los Angeles), Assistant Professor of Chemistry. *(On leave of absence for the academic year.)* (1993)

Ellen E. Burns, B.S. (William and Mary), Ph.D. (California-Los Angeles), Assistant Professor of Chemistry. (1997)

Franklin G. Burroughs, Jr., A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor of the English Language. (1968)

Charles J. Butt, B.S., M.S. (Springfield), Coach in the Department of Athletics. (1961)

Helen L. Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)

Steven Roy Cerf, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. *(On leave of absence for the academic year.)* (1971)

Kent John Chabotar, B.A. (St. Francis College), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer and Senior Lecturer in Government. (1991)

Eric L. Chown, B.A., M.S. (Northwestern), Ph.D. (Michigan), Assistant Professor of Computer Science. (1998)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Professor of Chemistry. *(On leave of absence for the fall semester.)* (1976)

Thomas W. Church, A.B. (Whitman), M.A., Ph.D. (Cornell), Adjunct Professor of Government. *(Fall semester.)*

Christina A. Clark, B.A. (Georgetown), M.A., Ph.D. (Wisconsin-Madison), Visiting Assistant Professor of Classics. (1998)

Angus B. Cochran, B.A. (California), M.A, M.Phil., Ph.D. (Columbia), Visiting Assistant Professor of English. (1998)

Carol E. Cohn, B.A. (Michigan), Ph.D. (The Union Graduate School), Assistant Professor of Sociology and Women's Studies. *(On leave of absence for the academic year.)* (1993)

David Collings, A.B. (Pacific Union), A.M., Ph.D. (California-Riverside), Associate Professor of English. (1987)

Thomas Conlan, B.A. (Michigan), M.A., Ph.D. (Stanford), Assistant Professor of History and Asian Studies. (1998)

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Associate Professor of Economics. *(On leave of absence for the academic year.)* (1985)

Denis J. Corish, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy. (1973)

Thomas B. Cornell, A.B. (Amherst), Professor of Art. (1962)

Peter Coviello, B.A. (Northwestern), M.A., Ph.D. (Cornell), Assistant Professor of English. (1998)

Donald Crane, B.S., M.S. (Montana State), Head Athletic Trainer. (1996)

John D. Cullen, A.B. (Brown), Assistant Director of Athletics and Coach in the Department of Athletics. (1985)

Kymberly Dakin, B.A. (Loretto Heights), Adjunct Lecturer in Theater. *(Fall semester.)*

Lelia Lomba De Andrade, B.A. (Rhode Island College), M.A., Ph.D. (Syracuse), Assistant Professor of Sociology and Africana Studies. (1994)

Gregory P. DeCoster, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)

Deborah S. DeGraff, B.A. (Knox College), M.A., Ph.D. (Michigan), Associate Professor of Economics. (1991)

Sara A. Dickey, B.A. (Washington), M.A., Ph.D. (California-San Diego), Associate Professor of Anthropology. (1988)

Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Professor of Biology. (1983)

Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)

Marco Luis Dorfsman, B.A. (Illinois-Chicago), M.A., Ph.D. (Wisconsin-Madison), Visiting Assistant Professor of Romance Languages. *(Fall semester.)* (1998)

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Eric Müller, Teaching Fellow in German.

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Leah G. Shulsky, M.A. (Moscow Pedagogical Institute), Teaching Fellow in Russian.

Julien Tauban, Teaching Fellow in French.

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Roger Doran, B.A. (Nasson), Director, Audiovisual Services. *(On leave.)*

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Dianne Molin Gutscher, B.S. (Pratt Institute), C.A. (Academy of Certified Archivists), Special Collections Curator.

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Sarah Morgan, B.A. (Colby), Audiovisual Specialist.

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Subcommittee on Properties: Richard A. Morrell, *Chair*; Norman P. Cohen, Robert H. Millar, Jane McKay Morrell, Campbell B. Niven, Peter M. Small, Donald B. Snyder, Jr., Peter D. Lea *(faculty)*, Charles R. Beitz, Richard A. Mersereau, William A. Torrey; Kent John Chabotar and William S. Gardiner, *liaison officers.*

Financial Planning: Tracy J. Burlock, *Chair*; Walter E. Bartlett, Philip R. Cowen, Robert H. Edwards, Laurie A. Hawkes, Samuel A. Ladd III, Edgar M. Reed, Peter D. Relic, John J. Studzinski, Mary Ann Villari, C. Thomas Settlemire *(faculty)*, one student representative, one student alternate to be named; Kent John Chabotar and Gerald L. Boothby, *liaison officers.*

Investment: Stanley F. Druckenmiller, *Chair*; Peter F. Drake, Robert H. Edwards, Donald R. Kurtz, James W. MacAllen, Edgar M. Reed, D. Ellen Shuman, Peter M. Small, Richard H. Stowe, Frederick G. P. Thorne *(invited)*, Robert F. White, Barry N. Wish, Denis J. Corish *(faculty)*, David D. Edwards '99, one student alternate to be named; Kent John Chabotar and Martin F. Szydlowski, *liaison officers.*

Student Affairs: Barry Mills, *Chair*; David M. Cohen, Robert H. Edwards, Donald R. Kurtz, James W. MacAllen, Nancy Bellhouse May, David A. Olsen, Joan Benoit Samuelson, Richard H. Stowe, William G. Wadman, John H. Turner *(faculty)*, one parent representative, I-Ming Janetta Lien '00, one student alternate to be named; Craig W. Bradley, *liaison officer.*

Subcommittee on Minority Affairs: Lee D. Rowe, *Chair*; Marijane L. Benner Browne, Geoffrey Canada, Peter D. Relic, Richard H. Stowe, Randolph Stakeman *(faculty)*, Cristina Park '99 and one student alternate to named; Craig W. Bradley and Betty Trout-Kelly, *liaison officers.*

Trustee Affairs: David E. Warren, *Chair*; Robert H. Edwards, Jane McKay Morrell, David A. Olsen, Carolyn W. Slayman, Leslie Walker, Barry N. Wish, John A. Woodcock, Jr., Donald M. Zuckert, Deborah Jensen Barker '80 *(alumni)*; Richard A. Mersereau and William A. Torrey, *liaison officers.*

Subcommittee on Board Relations: John A. Woodcock, Jr., *Chair*; Frank J. Farrington *(emeritus)*, David E. Warren; Richard A. Mersereau, *liaison officer.*

Subcommittee on Honors: Carolyn W. Slayman, *Chair*; Robert H. Edwards, Marc B. Garnick, Leslie Walker, David E. Warren, Donald M. Zuckert, William C. Watterson *(faculty)*; Richard A. Mersereau and William A. Torrey, *liaison officers.*

Staff Liaison to the Trustees: Richard A. Mersereau

Secretary: Robert H. Millar

Assistant Secretary: Anne W. Springer

College Counsel: Peter B. Webster

*The president of the College is *ex officio* member of all standing committees, except the Audit Committee.

Faculty Representatives

Executive Committee: Ronald L. Christensen (spring) and James E. Ward (fall)

Trustees: Ronald L. Christensen (spring), Adam B. Levy, James E. Ward (fall)

Student Representatives

Executive Committee: Steve C. Lee '99

Trustees: Steve C. Lee '99 and Jared S. Liu '99

Alumni Council Representatives

Executive Committee: Gregory E. Kerr '79

Trustees: Deborah Jensen Barker '80

Parents Executive Committee

Trustees: one to be appointed

FACULTY COMMITTEES FOR 1998-99

Denis J. Corish, *Faculty Parliamentarian*
Michael Jones, *Faculty Moderator*
Clerk of the Faculty: Patsy S. Dickinson *(fall),*
Nathaniel T. Wheelright *(spring)*

Faculty Committees

Administrative: The President, *Chair;* the Dean of Student Affairs, the Associate Dean of Student Affairs, Charles A. Grobe, Jr., John L. Howland, Daniel Levine (spring), Elizabeth Muther, and June A. Vail (fall). Undergraduates: to be appointed.

Admissions and Financial Aid: Rosemary Roberts, *Chair*; the Dean of Admissions, the Dean of Student Affairs, the Director of Student Aid, Helen L. Cafferty, Matthew A. Greenfield, and Elliot S. Schwartz. Undergraduates: to be appointed.

Appeals (Reappointment, Promotion & Tenure): Eddie S. Glaude, Jr., Janice A. Jaffe, Craig A. McEwen, Madeleine E. Msall, Jeffrey K. Nagle, and Rosemary Roberts.

Appointments, Promotion and Tenure: Franklin G. Burroughs, Jr., *Chair*; the Dean for Academic Affairs, Linda J. Docherty, Paul N. Franco, Allen L. Springer, and William C. VanderWolk.

Curriculum and Educational Policy: The Dean for Academic Affairs, *Chair*; the President, the Dean of Student Affairs, Suzanne B. Lovett, Stephen G. Naculich, Paul L. Nyhus, Nancy E. Riley, Scott R. Sehon, and Elizabeth A. Stemmler. Undergraduates: Cristian O. Nitsch '00 and Jennifer M. Ryan '99 (alternate).

Faculty Affairs: Susan L. Tananbaum, *Chair*; the Dean for Academic Affairs, Lelia L.DeAndrade, John M. Fitzgerald, Craig A. McEwen, and Tricia Welsch.

Faculty Resources: Jeffrey K. Nagle, *Chair;* The Dean for Academic Affairs, Deborah S. DeGraff, Mary K. Hunter, Richard E. Morgan, and Enrique Yepes. Alternate: Larry D. Lutchmansingh.

Gay and Lesbian Studies: James W. McCalla, *Chair;* David A. Collings, Larry D. Lutchmansingh, and Susan E. Wegner. Undergraduates: to be appointed.

Governance: Clifton C. Olds (fall), *Chair* (fall); James E Ward, III, *Chair* (spring); Ronald L. Christensen (spring), Eddie S. Glaude, Jr., C. Michael Jones, and Adam B. Levy.

Lectures and Concerts: Barbara S. Held, *Chair*; the Dean of Student Affairs, James L. Hodge, John McKee, Elliot Schwartz, and Jean M. Yarbrough. Undergraduates: to be appointed.

Library: R. Wells Johnson, *Chair;* the College Librarian, Thomas B. Cornell, Gregory P. DeCoster, Takeyoshi Nishiuchi, and Matthew F. Stuart. Undergraduates: to be appointed.

Off-Campus Study: Janet M. Martin, *Chair*; Ellen E. Burns, John C. Holt, and Janice A. Jaffe. Undergraduate: to be appointed.

Recording: William H. Barker, *Chair;* the Dean of Student Affairs, the Director of Records and Research, the Associate Registrar, an Assistant Dean, Barbara Weiden Boyd, David K. Garnick (spring), B. Zorina Khan, and Allen B. Tucker, Jr. (fall). Undergraduates: Sara A. Carleton ’99 and Pedro G. Salom ’00 (alternate).

Research Oversight: John M. Fitzgerald, *Chair;* the Dean for Academic Affairs, Barbara S. Held, Herbert Paris, Carey R. Phillips, Matthew F. Stuart, and Ray S. Youmans, D.V.M.

Student Affairs: The Dean of Student Affairs, *Chair;* an Assistant Dean, the Student Activities Coordinator, John D. Cullen, Christine Haase, John H. Turner, and Sarah F. McMahon. Undergraduates: I-Ming Janetta Lien ’00 and others to be appointed.

Student Awards: John L. Howland, *Chair*; Robert K. Greenlee (spring), James L. Hodge, Henry C.W. Laurence, and David J. Vail (fall).

Teaching: Amy S. Johnson, *Chair;* Julie L. McGee, Elizabeth Muther, and Kidder Smith, Jr. *Ex Officio:* the Associate Dean for Academic Affairs. Undergraduates: to be appointed.

Interdisciplinary Studies Program Committees

Africana Studies: Randolph Stakeman, *Chair;* the Assistant to the President for Multicultural Programs, Eddie S. Glaude, Jr., Daniel Levine, Craig A. McEwen, Elizabeth Muther, and Norman C. Stolzoff. Undergraduates: five to be appointed.

Asian Studies: Kidder Smith, Jr., *Chair;* Sara A. Dickey, John C. Holt, Henry C.W. Laurence, and Takeyoshi Nishiuchi. Undergraduates: two to be appointed.

Biochemistry: William L. Steinhart, *Chair;* Ellen E. Burns, John L. Howland, David S. Page, and C. Thomas Settlemire.

Environmental Studies: David J. Vail (fall), *Chair* (fall); A. Myrick Freeman, *Chair* (spring); Thomas B. Cornell, Edward S. Gilfillan, Amy S. Johnson, Edward P. Laïne, Peter D. Lea, Lawrence H. Simon, Allen L. Springer, and Nathaniel T. Wheelwright. Undergraduates: three to be appointed.

Latin American Studies: John H. Turner, *Chair;* Janice A. Jaffe, Susan E. Wegner, Allen Wells, and Enrique Yepes.

Neuroscience: Patsy S. Dickinson, *Chair;* Daniel D. Kurylo, Carey R. Phillips, and Louisa M. Slowiaczek.

Women's Studies: Susan E. Wegner, *Chair;* Marie E. Barbieri, Lara Merlin, Elizabeth Muther, Melinda A. Plastas, and Randolph Stakeman. *Ex Officio:* the Director of Women's Studies, and the Women's Studies Program Administrator. Undergraduates: two to be appointed.

GENERAL COLLEGE COMMITTEES

Bowdoin Administrative Staff Steering Committee: Susan F. Daignault (fall), Lisa S. Folk, Stephen A. Hall (fall), Margaret Hazlett, Burgwell J. Howard, Robert J. Kallin (fall), and Kevin Wesley. *Ex Officio:* Kathleen T. Gubser and Richard A. Mersereau.

Benefits Advisory Committee: William A. Torrey, *Chair;* Director of Human Resources, Assistant Director of Human Resources, Louise Caron, R. Wells Johnson, Stephen H. Joyce, Charlotte Magnuson, David S. Page, and Bette Spettel.

Bias Incident Group: The President, *Chair;* the Dean of Student Affairs, an Assistant Dean of Student Affairs, the Director of Communications and Public Affairs, the Director of Security, the Director of the Counseling Service, William S. Gardiner, Charles A. Grobe, Jr., Richard A. Mersereau, James W. McCalla, and Betty Trout-Kelly. Undergraduate: Breeanne D. Candland '01.

Budget and Financial Priorities Committee: C. Thomas Settlemire, *Chair;* the Dean for Academic Affairs, the Dean of Student Affairs, the Treasurer, Burke O. Long, Gerlinde W. Rickel, Paul E. Schaffner, and Mark H. Schmitz. Undergraduate: Keith N. Collins '99.

Chemical Hygiene: Judith C. Foster, *Chair;* Rene L. Bernier, Pamela J. Bryer, Ann D. Goodenow, Peter D. Lea, David S. Page, David L. Roberts, and Mark C. Wethli.

Computing and Information Services Advisory Committee (CISAC): Jonathan P. Goldstein, *Chair;* Christine Brooks Cote, Scott W. Hood, Richard Parkhurst, Peter O. Russell, Randolph Stakeman, and Christopher T. Taylor. *Ex Officio:* Sherrie S. Bergman, Louis P. Tremante. Undergraduates: Ariane M. Bailey '00 and Erik D. Woodbury '01.

The Grievance Committee for Student Complaints of Sex Discrimination or Discrimination on the Basis of Physical or Mental Handicap: The Dean for Academic Affairs, *Chair (ex officio);* Robert K. Greenlee (spring), Lawrence H. Simon (fall), Melinda Y. Small, James H. Turner, and Marcia A. Weigle. Undergraduates: to be appointed.

Honor Code/Judicial Board: Denis J. Corish and Celeste Goodridge. Alternates: Stephen T. Fisk and James H. Turner.

Landscape Committee: John McKee, *Chair;* Blythe Bickel Edwards, William S. Gardiner, Melinda Y. Small, and Jean M. Yarbrough. Undergraduates: two to be appointed.

Museum of Art Executive Advisory Council: Director of the Museum of Art, *Chair;* the Dean for Academic Affairs, the Director of the Art History Program, the Director of the Visual Arts Program, David C. Driskell H'89, James A. Higginbotham (fall), Linda H. Roth '76, Dale A. Syphers, William C. Watterson and Donald M. Zuckert. Undergraduate: Cristian O. Nitsch '00.

Oversight Committee on Multicultural Affairs: Christian P. Potholm II, *Chair;* the Dean for Academic Affairs, the Dean of Student Affairs, the Treasurer *(Vice Chair),* William L. Steinhart, Betty Trout-Kelly, and Victoria Wilson. Undergraduate: Cristina Park '99.

Oversight Committee on the Status of Women: Administrative Staff: Alison Ferris, Mark I. Nelsen, and Claire V. Berkowitz *(alternate).* Faculty: Marie E. Barbieri, Celeste Goodridge *(Chair),* and Nancy E. Jennings (alternate—fall). Support Staff: Elsa N. Martz, Charlotte H. Magnuson and Victoria Wilson *(alternate).* Undergraduate: Elizabeth E. Feeherry '01 and Cristina Park '99 *(alternate).*

Professional Development Committee: Kathleen T. Gubser, Coordinator; Donald W. Crane, Jennifer S. Edwards, Dorothy D. Martinson, Donna M. Trout, Richard A. Mersereau, and Rebecca F. Sandlin.

Radiation Safety: C. Thomas Settlemire, *Chair;* Susan F. Daignault, Alan W. Garfield, Cara J. Hayes, John L. Howland, Madeleine S. Msall, Jeffrey K. Nagle, Carey R. Phillips, David L. Roberts and William L. Steinhart.

Campus Safety: Susan F. Daignault, *Chair;* Mark E. Almgren, Robin L. Beltramini, Cindy Bessmer, Timothy M. Carr, Richard W. Collins, Jr., Donald W. Crane, Catherine P. D'Alessandro, Roberta M. Davis, Mark A. Dickey, Tricia Gipson, Anne Leonard, Sean P. Pierce, Deb Puhl, Martin F. Szydlowski, Jon R. Wiley and Nat Wysor.

Sexual Misconduct Board: Raymond H. Miller, *Chair;* Susan F. Daignault, Sara A. Dickey and Matt Jacobson-Carroll. Alternates: Donald D. Duncan, Ann L. Kibbie, Brenda M. Rice and Randolph Stakeman. Undergraduates: Benjamin A. Gott '01 and Amanda B. Wright '01 and two alternates to be appointed.

Strategic Planning Task Force: The President, *Chair;* the Dean for Academic Affairs, the Dean of Admissions, the Dean of Student Affairs, Director of Records and Research, the Treasurer, the Vice President for Development, members of the Committee on Governance, Lynn H. Ensign, Tim Foster, and Richard A. Mersereau. Undergraduates: Abir Biswas '01 and Tariq Mohammed '99.

Support Staff Advocacy Committee: Amy Donohue and Harriet Richards, *Co-Chairs;* Carol Baker, Louise Boothby, Karen Cheetham, Henry Haley, Gary Levesque, Lou MacNeil, and Charlotte Magnuson.

FACULTY AND UNDERGRADUATE APPOINTMENTS TO TRUSTEE COMMITTEES

Trustees: Ronald L. Christensen (spring), James E. Ward, III (fall), and Adam B. Levy. Undergraduates: Steve C. Lee '99 and Jared S. Liu '99. Alumni Council: two to be appointed. Parents Executive Committee: one to be appointed.

Academic Affairs: Faculty member to be elected from Curriculum and Educational Policy Committee. Undergraduates: to be appointed.

Admissions and Financial Aid: Rosemary A. Roberts. Undergraduates: Abigail B. Greene '99 and Justin D. Kennedy '99 (alternate).

Development: Marcia A. Weigle. Alumni Council: one to be appointed. Undergraduate: Ivan A. Pirzada '99. Alternate: to be appointed.

Executive: James E. Ward, III (fall), Ronald L. Christensen (spring). Alumni Council: one to be appointed. Undergraduate: Steve C. Lee '99

Subcommittee on Properties: Peter D. Lea.

Facilities: Mark C. Wethli. Undergraduate: Adam L. Zimman '00. Alternate: to be appointed.

Financial Planning: C. Thomas Settlemire. Undergraduate: to be appointed. Alternate: to be appointed.

Investment: Denis J. Corish. Undergraduate: to be appointed. Alternate: to be appointed.

Student Affairs: John H. Turner. Undergraduates: I-Ming Janetta Lien '00 and one to be appointed.

Subcommittee on Minority Affairs: Randolph Stakeman. Undergraduate: Cristina Park '99.

Trustee Affairs—Subcommittee on Honors: William C. Watterson.

APPENDIX

Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions established by vote of the Board of Trustees. There are also a number of fellowships, national awards, and prizes that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, and the Honors Day Program.

THE BOWDOIN PRIZE: This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 1995. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The recipient of the award in 1995 was Senator George J. Mitchell '54.

THE PRESERVATION OF FREEDOM FUND: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The recipient of the award in 1997 was Howard H. Dana, Jr '62, an associate justice of the Maine Supreme Court and founding member of the Maine Volunteer Lawyers Project.

THE COMMON GOOD AWARD: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society. (1915)

Sarah and James Bowdoin Day: This day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed at least the equivalent of two four-credit semesters at Bowdoin. The scholarships are determined on the basis of a student's entire record at Bowdoin. In the year preceding the award, a student must have been actively engaged in full-time academic work (carrying at least four full-credit courses each semester), and at least one of the semesters must have been at Bowdoin. For a student to be named a Sarah and James Bowdoin Scholar, the grades for the previous year must have been equivalent to a grade-point-average of 3.50. In addition no grades in the previous year can have been lower than a C.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every undergraduate who has carried a full course program and has received a grade of A in each of his or her courses during the previous academic year.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Brown Memorial Scholarships: This fund, for the support of four scholarships at Bowdoin College, was given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown 1856, A.M. 1859. According to the provisions of this foundation, a prize will be paid annually to the best scholar in each undergraduate class who shall have graduated at the high school in Portland after having been a member thereof not less than one year. The awards are made by the city of Portland upon recommendation of the College. (1865)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, or humanities. The selected department chooses a student to honor by purchasing books and placing them with a nameplate in the department library. The student also receives a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce '05, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. '07, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana Studies. (1990)

Art

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to a student judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to a graduating senior judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel, Jr., Memorial Fund: A prize is awarded annually to the Bowdoin undergraduate who, in the judgment of the studio art faculty, is deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family—David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Philip Weston Meserve Fund: This prize was established in memory of Professor Philip Weston Meserve '11, "to be used preferably to stimulate interest in Chemistry." (1941)

William Campbell Root Award: This prize recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. '02, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Computer Science

Computer Science Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded annually in the fall to a senior judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

Economics

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. '04, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Stanley Plummer Prizes: The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given each semester for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard, Jr., Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson '02 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith, Jr., Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr. '03, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dube '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. '05, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Sociology and Anthropology

Matilda White Riley Prize in Sociology and Anthropology: This prize, established in honor of Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research, is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. '07, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a first-year student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

UNDERGRADUATE RESEARCH ASSISTANCE

Freeman Fellowships for Student Research in Asia (1998): Awarded to Bowdoin students to encourage travel and research in Asia, these fellowships are intended to increase understanding and awareness of Asia among students majoring in any academic discipline by supporting research or study projects in Asia resulting in the award of academic credit. Fellowships may be taken during the summer months, between semesters, or to extend study away experiences. Fellowships may also be used to support credit-bearing summer language training in Asia. Fellowships may not be used for study away programs during the academic year. These fellowships are made possible by a generous grant from the Freeman Foundation.

Students are expected to develop proposals in consultation with a faculty mentor. Because Freeman Fellowships are intended to encourage scholarly work of academic value, projects should result in work that will earn course credit toward the Bowdoin degree, typically by means of an independent study or honors project or language study.

Recipients are chosen on the basis of the quality, coherence, and feasibility of the project described in the narrative proposal and the project's relevance to the student's educational plans. Applications are reviewed by a faculty committee, once in the fall, and once in the spring.

Students awarded fellowships will be expected to write a 1-3 page report that will be circulated to the faculty on the Freeman Committee and included in the institution's annual report to the Freeman Foundation.

Surdna Foundation Undergraduate Research Fellowship Program: An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

Alfred O. Gross Fund: This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Fritz C. A. Koelln Research Fund: This fund was established in 1972 by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Edward E. Langbein, Sr., Summer Research Grant: An annual gift of the Bowdoin Parents' Fund is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed toward their major field or lifework. Formerly the Bowdoin Fathers Association Fund, the grant was renamed in 1970 in memory of a former president and secretary of the association.

AWARDS IN ATHLETICS

The Bowdoin College No. 1 Fan Award: Given by the varsity men's hockey players in the Class of 1988, this award is presented annually to a fan of Bowdoin men's hockey, unrelated to a playing member of the team, whose qualities of enthusiasm, loyalty, and support are judged to be especially outstanding. The recipient will be selected by vote of the head coach, the director of athletics, and the members of the team. The recipient's name will be engraved on the permanent trophy, and he or she will receive a replica. (1988)

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the director of athletics, and the dean of student affairs. (1969)

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

J. Scott Kelnberger Memorial Ski Trophy: The trophy is presented by the family and friends in honor and memory of J. Scott Kelnberger '83. (1985)

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's 21 seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains and the dean of students. (1991)

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

The Maine Track Officials' Trophy: This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Major Andrew Morin Trophy: This trophy is given annually to the most dedicated long or triple jumper on the men's or women's track team. (1989)

Hugh Munro, Jr., Memorial Trophy: This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, '05, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athlete whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of student affairs. (1975)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach, the director of athletics, and the dean of student affairs. (1969)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient is selected by the director of athletics and the dean of student affairs. (1975)

Society of Bowdoin Women Athletic Award: This award is presented each May to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the dean of student affairs. (1978)

Ellen Tiemer Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1990)

Paul Tiemer Men's Lacrosse Trophy: This award, established in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1990)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach, the director of athletics, and the dean of student affairs. (1976)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on Sarah and James Bowdoin Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the *Bowdoin Orient* staff who have made significant contributions to the *Orient* in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, *The Prologue,* carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

The President's Award. This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the *Bowdoin Orient* staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Faculty Development Fund: The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 1998 the award was given to Richard D. Broene, assistant professor of chemistry. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce, Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Campus and Buildings

Bowdoin College is located in Brunswick, Maine, a town of approximately 21,500 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 110-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the Departments of English and Philosophy. The building was designated a Registered Historical Landmark in 1971. The entire campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall is **Memorial Hall**, built to honor alumni who served in the Civil War and completed in 1882. Renovation of Memorial Hall will begin in the fall of 1998. The historic building will contain the modernized 610-seat **Pickard Theater**, and a 150-seat "black box" experimental theater will be created in a pavilion linked to Memorial Hall by a glass atrium. New support space will house a scene shop, a costume shop and storage, rehearsal spaces and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894), is also undergoing a complete renovation. The remodeled facility will house the Departments of Physics, Mathematics, and Computer Science. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the Department of Art and Kresge Auditorium, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead & White, houses the Bowdoin College Museum of Art; and the **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the Department of Music. Visible through the southwest corner of the quadrangle is **Hawthorne-Longfellow Hall** (1965), the east side of which is the College's library, including the Special Collections suite on the third floor, and the west side of which houses a number of administrative offices for the campus.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the Peary-MacMillan Arctic Museum and Arctic Studies Center; the Departments of Economics, Government, and History; Computing/Information Services; and the library's Susan Dwight Bliss Room, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library by an underground passage and contains stacks and a study room.

On the east side of the Quad stands a row of six historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls—and **Seth Adams Hall** (1861), a building housing offices and classrooms for the Departments of Computer Science and Mathematics. In the center of this row is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 120 feet. A magnificent restoration of the historic Chapel interior was completed in 1997-98. The Department of Psychology occupies **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), the **David Saul Smith Union** (originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Curtis Pool Building** (1927), and **Dayton Arena** (1956). **Whittier Field**, **Hubbard Grandstand** (1904), and the **John Joseph Magee Track** are across Sills Drive through the pines behind Dayton Arena.

The **David Saul Smith Union** opened in January 1995. It houses a large, central, open lounge, the College bookstore and mailroom, a café, Jack Magee's Pub, a game room, meeting rooms, and student activities offices.

To the north of this cluster of buildings, a new multidisciplinary science center, designed by Ellenzweig Associates, Inc., opened in the fall of 1997. The new center combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for a nineteenth-century professor who was a pioneer in geological studies. The new facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the Departments of Biology, Chemistry, and Geology, and the Environmental Studies Program offices.

Adjoining the science facilities is **Sills Hall** (1950), home to the Departments of Classics, German, Romance Languages, and Russian; and the Language Media Center. One wing of Sills Hall, **Smith Auditorium**, seats 210 for films and performances.

To the south of the athletic buildings and the Smith Union is an area now called the Coe Quadrangle adjoining the **Moulton Union** (1928), which contains the offices of the dean of student affairs, the residential life staff, and the Office of Student Records, as well as dining facilities, several lounges, and the Career Planning Center. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Health Center** (1917). Student health care offices are on the first and second floors of the health center, the Counseling Service is on the third, and the Campus Services copy center is in the basement.

Across College Street on the south side of the campus, the **John Brown Russwurm African-American Center,** formerly the Little-Mitchell House (1827), which was once a duplex shared by two nineteenth-century professors, was opened in 1970 as a center for African-American studies. Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a 1,600-volume library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and additional offices. The campus telephone switchboard is located in the lobby of Coles Tower. Connected to the tower are **Wentworth Hall**, a dining hall with smaller meeting and conference facilities on the second floor, and **Daggett Lounge,** a large room where receptions, lectures, and meetings are held. **Chamberlain Hall**, the third side of the Coles Tower complex, houses the Admissions Office and the Office of Student Aid.

Adjacent to the Coles Tower complex are two new residence halls designed by William Rawn Associates and completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin.* A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some 70 educational institutions, among them Howard University.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**, **Pickard Field House** (1937), eight outdoor tennis courts, **Pickard Field**, and 35 acres of playing fields.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The **Women's Resource Center**, at 24 College Street, headquarters of the Women's Studies Program and the Bowdoin Women's Association, includes a library and meeting rooms. The **Herbert Ross Brown House**, at 32 College Street, is a residence for visiting faculty. **Gustafson House**, at 261 Maine Street, houses the Office of Human Resources.

Johnson House (1849), on Maine Street, named for Henry Johnson, a distinguished member of the faculty, and Mrs. Johnson, was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the Johnson House ell, contains a small stage and fireplace and is used for small classes, performances, seminars, and conferences. **Ashby House** (1845-55), next to Johnson House, is occupied by the Departments of Religion and Education. **Ham House**, on Bath Street, is headquarters for Bowdoin's Upward Bound Program. **Getchell House**, next door, is home to the Office of Communications and Public Affairs and the Events and Summer Programs Offices. The **Matilda White Riley House** at 7 Bath Street houses the Department of Sociology and Anthropology.

Rhodes Hall, formerly the Bath Street Primary School, houses the offices of the Departments of Facilities Management and Security and a few faculty offices. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the Development Office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin.

Number **79 Federal Street,** formerly the home of Professor of Sociology Burton Taylor, was acquired by the College in 1997.

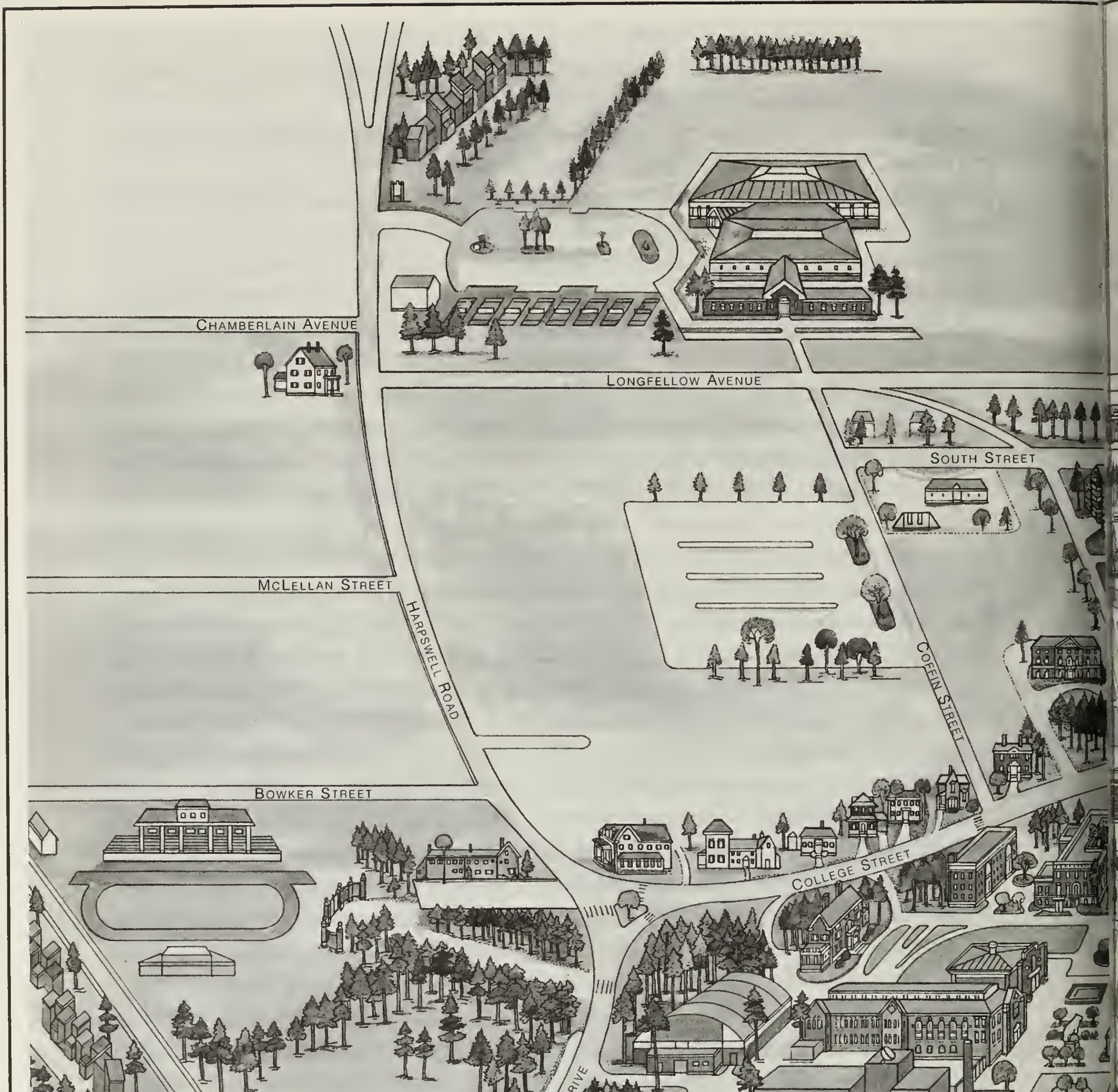
Cleaveland House, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, is the president's house.

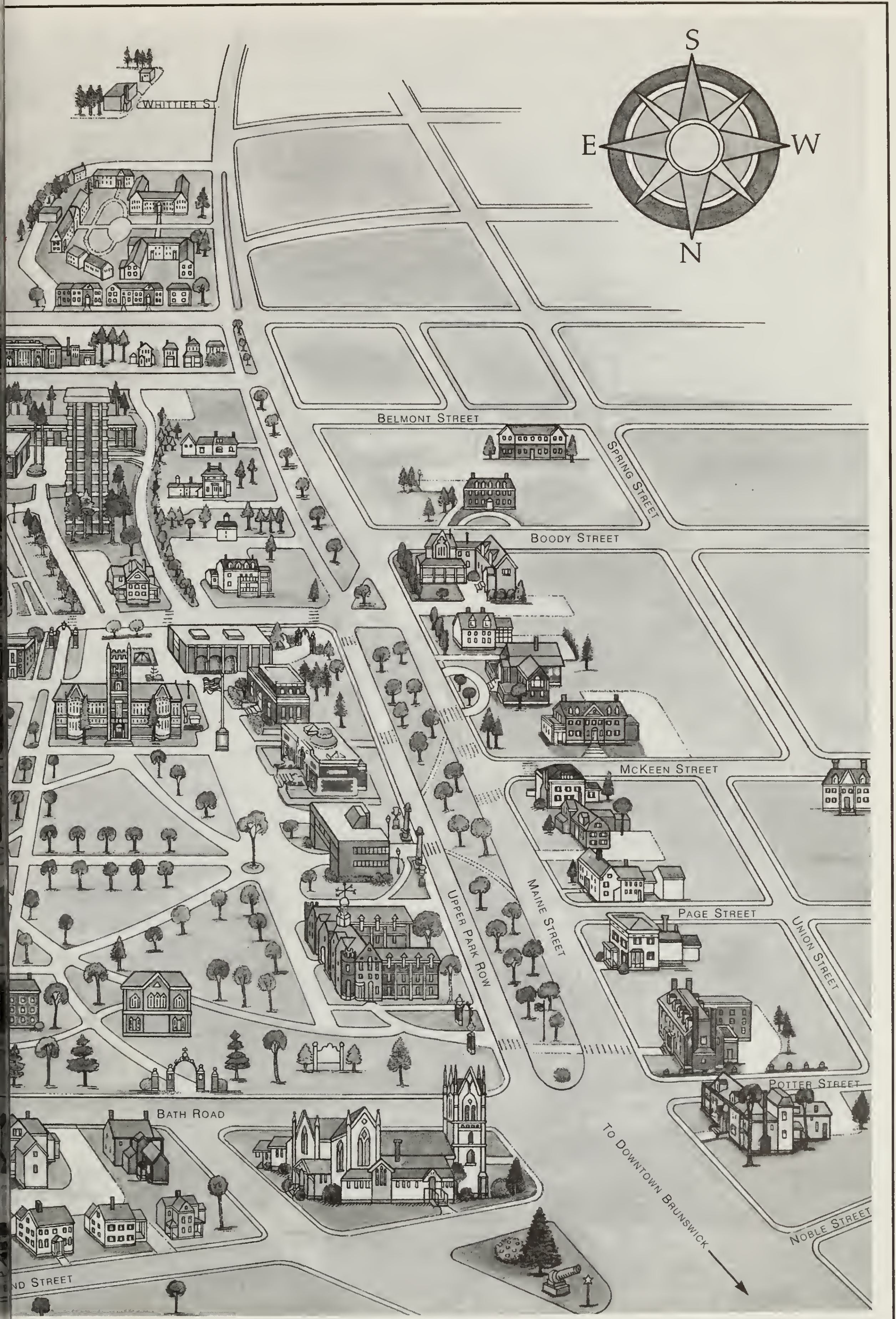
The offices of the *Bowdoin Orient* and the Bowdoin Summer Music Festival are located at **12 Cleaveland Street**.

Student residences and fraternity houses, many of them in historic houses, are scattered in the residential streets around the campus. Several residence halls have been selected to serve as College Houses as part of the new College House System described on page 255. These include Baxter House, Burnett House, 7 Boody Street, 238 Maine Street, and Howard Hall. **7 Boody Street** was formerly the Chi Psi fraternity house and is now on loan to the College. College-owned student residences include **Baxter House,** designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; the **Brunswick Apartments,** on Maine Street, which provide housing for about 150 students and some townspeople; **Burnett House,** built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **10 Cleaveland Street**; **30 College Street**; **Copeland House,** formerly the home of Manton Copeland, professor of biology from 1908 until 1947; the **Harpswell Street Apartments** and the **Pine Street Apartments,** designed by Design Five Maine and opened in the fall of 1973; **238 Maine Street,** formerly the Alpha Rho Upsilon fraternity house; the **Mayflower Apartments,** at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House,** named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. These include the **Bowdoin Pines,** on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; the **Coastal Studies Center,** with marine and terrestrial laboratories and a farmhouse and seminar facility located on nearby Orrs Island; the **Breckinridge Conference Center** in York, Maine; and the **Bowdoin Scientific Station** at Kent Island, Bay of Fundy, Canada. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team.

The architecture and history of the campus are thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.


CHAMBERLAIN AVENUE
LONGFELLOW AVENUE
SOUTH STREET
MCLELLAN STREET
HARPSWELL ROAD
COFFIN STREET
BOWKER STREET
COLLEGE STREET
SILLS DRIVE
PINE STREET
TO BATH
FEDERAL STREET


S
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BOODY STREET
MCKEEN STREET
PAGE STREET
UNION STREET
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DEAN OF ADMISSIONS
BOWDOIN COLLEGE
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